DOCUMENT RESUME

ED 117 742 CS 202 495

TITLE	Teacher's Guide for Communication Skills, Secondary Schools.
INSTITUTION	Saint Louis Public Schools, Mo.
PUB DATE	74
NOTE	341p.; Not available in hard copy due to marginal legibility of original document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Communication Skills; Composition (Literary); Curriculum Guides; *English Instruction; Journalism; *Language Arts; Literature Appreciation; Reading; School Publications; Secondary Education; Speech

ABSTRACT

This guide is a reference for the teacher to use in each of the language arts areas (reading, writing, speaking, listening, and logical thinking) where instruction in communication skills is desired. Part one of the guide covers school publications, journalism, speech, media survey, and dramatics; part two contains sections on competency requirements, communications labs, reading, and writing; and part three includes eight elective literature courses and a statement on English seminars or mini courses. For each section, the goals, content, activities, and materials are outlined. A table is included which indicates the appropriate courses for three levels of communications skills students: those needing practical skills, those who want a general background, and college bound student who want advanced work. (JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117742

CS 202 495

TEACHER'S GUIDE FOR
COMMUNICATION SKILLS
SECONDARY SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

2

ST. LOUIS PUBLIC SCHOOLS
ST. LOUIS, MISSOURI

1974

BEST AVAILABLE COPY

TEACHER'S GUIDE FOR COMMUNICATION SKILLS -- SECONDARY SCHOOLS

Clyde C. Miller
Superintendent of Schools

Gerald H. Moeller
Assistant Superintendent
Instructional Support Services

Prepared under the supervision of the
DIVISION OF CURRICULUM SERVICES
Anne E. Price, Director

John D. Buckner, Secondary Supervisor
M. Eloise Fay, Secondary Supervisor
Lila B. Murphy, Production Editing

Secondary Communication Skills Curriculum Committee

Camella Ayers
Harold T. Conley, Jr.
James P. Cox
Roy C. Dripps
Nettie J. Gerdine
Irene M. Heppe
Judith A. Hunter
Marvin J. H. Knowlen
Dorothy T. Matlock
Heloise Mayer
Jeannette Miller
Gertrude D. Randol
Lillie T. Young

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY St. Louis Public Schools TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER"

Copyright 1974
St. Louis Public Schools
St. Louis, Missouri
All rights reserved.

No part of this work may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system without permission in writing from the St. Louis Board of Education, St. Louis, Missouri.

TABLE OF CONTENTS

Introduction to the Communications Skills

PART ONE

School Publications 11
Journalism 15
Speech 33
Media Survey 61
Dramatics 87

PART TWO

Competency Requirements 102
Communications Labs 107
Reading 175
Writing 205

PART THREE

Literature Electives 225
Sports and Adventure 229
Survival: How To Cope 251
Expressions of Love 271
Multi-Ethnic Literature 289
Mysterious and Supernatural 303
Rebels and Misfits 319
Black Writers 329
Heroes and Heroines 341

English Seminars 357

COMMUNICATION SKILLS

In response to requests of teachers and students the curriculum offerings in the English language skills of reading, writing, speaking, listening, and logical thinking have been expanded to provide adequate and appropriate instruction in each skill area where communication is desired.

This guide is not a congeries, rather a ready reference for teachers of ways in which successful attack on problems may occur. Teachers are invited to make additions and deletions where they and their pupils find other acceptable ideas and teaching aids to the individual progress of each student.

C1

SUGGESTED COURSE SELECTIONS

The Communication Skills Department is offering an elective program to aid students in individualizing their programs to suit their special interests and to help them prepare to meet their future goals.

Students in need of practical communication skills.	Students who want general background in the communication skills.	College-bound students who need advanced work in the communication skills.	COURSE TITLES
*			COMMUNICATIONS LAB I
*			COMMUNICATIONS LAB II
	*	*	COMMUNICATIONS LAB III
	*	*	COMMUNICATIONS LAB IV
		*	COMMUNICATIONS LAB V
*	*		SPORTS AND ADVENTURE LITERATURE
*	*		SURVIVAL: HOW TO COPE
*	*		EXPRESSIONS OF LOVE
	*	*	MULTI-ETHNIC LITERATURE
	*	*	THE MYSTERIOUS AND THE SUPERNATURAL
	*	*	REBELS AND MISFITS
		*	BLACK WRITERS
		*	HEROES AND HEROINES

SUGGESTED COURSE SELECTIONS

The Communication Skills Department is offering an elective program to aid students in individualizing their programs to suit their special interests and to help them prepare to meet their future goals.

Students in need of practical communication skills.	Students who want general background in the communication skills.	College-bound students who need advanced work in the communication skills.	COURSE TITLES
*	*		READING IMPROVEMENT I
	*		READING IMPROVEMENT II
*	*	*	ADVANCED READING TECHNIQUES
	*	*	SPEED READING
*	*		SURVEY OF ORAL COMMUNICATION
	*	*	INTERMEDIATE ORAL COMMUNICATIONS & ADVANCED PUBLIC SPEAKING
*	*		ON STAGE! INTRODUCTION TO THE DRAMATIC ARTS
	*	*	SHOW BUSINESS! TRADITIONAL AND EXPERIMENTAL THEATRE
	*	*	WRITE NOW I
	*	*	WRITE NOW II
		*	WRITE NOW III
		*	WRITE NOW IV
	*	*	MEDIA SURVEY

Speech

Dramatics

Journalism

SPEECH -- DRAMATICS -- JOURNALISM

Production Committee -- Speech

Susan Barrington
David E. French
Marvin J. H. Knowlen

Production Committee -- Dramatics

Leroy Deaton
Nettie J. Gerdine
Evelyn Goble
Robert Lewis

Production Committee -- Journalism

Shirley Henton
John Jackson
Mary Weber

SPEECH — DRAMATICS — JOURNALISM

05121-2 Publications 1, 2
05131 Yearbook

05360 Media Survey

05140 Journalism
05141-2 Journalism 1, 2

05220 Survey of Oral Communication
05230 Intermediate Oral Communication
05231-2 Intermediate Oral Communication 1, 2
05240 Advanced Public Speaking
05241-2 Advanced Public Speaking 1, 2

05500 On Stage: Introduction to Dramatic Arts
05521-2 Show Business: Traditional and Experimental Theater

PUBLICATIONS 05121-05122

The Journalism Curriculum Committee reccmmends that in Publications first priority be given to tne management and production of the school newspaper. Other projects may be planned as time permits.

Individualized instruction is highly desirable and, under the conditions of journalism instruction and production, is very possible. Students' interests and abilities will vary - so may their assignments and staff responsibilities.

Each high school has established its own arrangements and selection processes for its Publications course. This suggested outline is not intended to replace successful, established courses but to serve as an aid in starting new classes in schools where none now exist.

YEARBOOK 05131-05132

Publication of the high school yearbook is the activity in this course. Learn planning, layout, editing, proofreading, planning and taking photographs, and printing school publications. Please see the teacher-sponsor of the yearbook if you are interested..

Open to students in Grades 10, 11, or 12.

The Student:

1. organizes and produces a school newspaper, working as part of a team.
2. analyzes the changing and expanding uses of the mass media.
3. explores career possibilities in the mass media.
4. evaluates the "public's right to know" as opposed to the "individual's right to privacy" or the "government's need for secrecy."
5. comprehends the needs for and describes the methods of legal restraints: libel, slander, and plagiarism laws.
6. studies the guidelines for establishing self-imposed codes of ethics for the mass media.
7. seeks and describes examples of social responsibility exercised by journalists.
8. examines the content, style, and reader appeal of a wide variety of periodicals.

SUGGESTED OBJECTIVES AND ACTIVITIES	RESOURCES
I. The student learns the procedures for putting out a school newspaper. He participates in some or all of the following activities. Organize Staff Set deadlines Plan production process Make assignments Gather information Take, process, select photographs Write stories in appropriate form Rewrite stories Read copy Edit copy Read galley proof (if any) - correct Plan layout - make pasteup Headline Read page proof (if any) - correct Print Gloat (if appropriate) II. The student visits radio and television stations. III. The student engages in independent research projects on the function of the mass media and their related fields.	JMM Chart C, p. 371 *FILMS AND FILMSTRIPS* - use those which are appropriate as listed in *THE JOURNALISM GUIDE.* *FIELD TRIP* - Visit a newspaper plant or a printing shop. Such a trip will help students learn various production processes - letterpress, offset, mimeograph, etc. F 272-106 *NEWSPAPER LAYOUT* SFS 769-499 *FINISHED NEWSPAPER* SFS 769-500 *PREPARING NEWS FOR PRINT* SFS 769-503 *WEEKLIES AND OTHER PUBLICATIONS* SFS 769-504 *WRITING FOR NEWSPAPERS*

SUGGESTED OBJECTIVES AND ACTIVITIES	RESOURCES
IV. The student does some independent projects on: Legal restraints Self-imposed codes of ethnics Social responsibility of journalists Confidentiality of newsmen's sources Government controls over the media	JMM Chapter 14 Appendix, pp. 489-498 F 369-112 *FREE PRESS VERSUS FAIR TRIAL BY JURY-THE SHEPPARD CASE* F 139-107 *STORY THAT COULDN'T BE PRINTED* SFS 769-564 *FREEDOM OF THE PRESS TODAY*
V. The student analyzes various kinds of periodicals and compares them as to content, style, reader appeal and purpose.	*SCHOOL LIBRARY* *ACTIVITY* - Students may bring magazines and newspapers from home. The teacher may bring some. Very quickly a classroom "magazine table" will grow crowded and provide a ready resource for students to use. SFS 773-441 *A CAREER IN JOURNALISM*

We recommend that the one-semester course in Journalism (05140) include at least the following units described in the guide to the two-semester course in Journalism (05140-05142). The teacher should refer to the guide for Journalism (05141-05142) for more specific student objectives, activities, and resources. Specific activities and aids need not be repeated here.

I. What is Communication? (See Unit I, Journalism-one year)

II. The Forerunners of the Mass Media and the History of the Mass Media (See Unit II)

III. The Social Responsibilities of the Journalist (See Unit III)

IV. News, Feature, Editorial, and Sports Writing, Similarities and Differences. (See Units IV, V, VI, and VIII for more specific help. The teacher can use or discard any suggested activities and aids at his discretion. He is urged to add any activities he considers desirable.)

V. How to Read a Newspaper

VI. The Importance of Advertising in the Media (See Unit X)

VII. Mimeographed Class Newspaper. (The class should have as a final project the production of a memeographed paper)

Time limitations in a one-semester course are severe. The Journalism Curriculum Committee feels the above outline will serve the teacher as a guide if the more detailed course outline for the two-semester Journalism course is used to fill in details.

Recommended for high school sophomores, juniors, and seniors.

PHILOSOPHY:

We believe that the study of Journalism and Publications in high school serves two purposes:

(1) to promote skills and attitudes that students can use to function better in their society;

(2) to explore career possibilities in the mass media and related activities.

NOTE ON THE GUIDE TO THESE COURSES:

Students' objectives are listed on the left-hand side of each page. References, suggested activities, films, and other aids to facilitate students' achievement of the objectives are listed on the right-hand side of the page.

THE TEACHERS' MANUAL FOR JOURNALISM IN THE MASS MEDIA offers many suggestions for student activities. Additional activities which can be easily implemented are described in the *LABORATORY MANUAL*.

RECOMMENDATIONS

The following are mini-course titles, suggested as possible supplements tc the course of study outlined by the Journalism Curriculum Committee:

ADVERTISING PRACTICES
ADVERTISING PRINCIPLES
BOOK REVIEWING
CARTOONING
CENSORSHIP OF THE MEDIA
COPING WITH MASS MEDIA
FILM CRITICISM
FILMMAKING
NEWS BROADCASTING
OPINION MAKERS
PHOTOGRAPHY
SEMANTICS
THE BLACK PRESS

We recommend that a specific unit on journalism be included in the English curriculum

to prepare students to be better, wiser consumers of the media.

to guide those interested into a more thorough study of journalism.

We recommend that, whenever possible, the full year course in Journalism be implemented so that the student will get a comprehensive view of the field and will have time to put into practice many of the things he has learned.

Materials Suggested (cont.):

ST. LOUIS POST-DISPATCH. 2 copies per day per Journalism class. Subscription includes: *OUTLINE, SUGGESTED 5-PERIOD UNIT OF STUDY ON "HOW TO READ A NEWSPAPER."* 1 per teacher.

ST. LOUIS SENTINEL. 2 copies per week per Journalism class.

SCHOLASTIC JOURNALISM, FOURTH EDITION. Earl English and Clarence Hach. Iowa State University Press, 1968. 1 per teacher.

SYMBOLS:

The following symbols are used throughout the Journalism course guides:

JMM	*JOURNALISM IN THE MASS MEDIA*, Moyes and White.
TM	*TEACHERS" MANUAL, JOURNALISM IN THE MASS MEDIA*, Woodring.
LM	*LABORATORY MANUAL FOR JOURNALISM IN THE MASS MEDIA*, Woodring, et al.
F	Film available from Audiovisual Services Catalogue, number given.
F (PL)	Film available from St. Louis Public Library Film Library.
SFS	Sound Filmstrip available from Audiovisual Services. Catalogue number given.
TA	Teaching Aid. Available to teachers, 1 per teacher.
R	Resource material.

Materials Suggested:

JOURNALISM IN THE MASS MEDIA, Norman B. Moyes and David M. White. Ginn and Company, 1970. 1 per pupil.

LABORATORY MANUAL FOR JOURNALISM IN THE MASS MEDIA, Virginia Woodring, et al. Ginn and Company, 1970 1 per pupil.

TEACHERS' MANUAL, JOURNALISM IN THE MASS MEDIA, Virginia Woodring, Ginn and Company, 1970. 1 per teacher.

COMMUNICATION CONCEPTS AND PROCESSES, Joseph A. DeVito. Prentice-Hall, Inc., 1971. 1 per teacher.

COMMUNICATION GAMES, PARTICIPANT'S MANUAL, Karen R. Krupar. The Free Press, A Division of Macmillan Publishing Company, Inc., 1973. 1 per teacher.

FREEDOM OF DILEMMA: CRITICAL READINGS IN THE MASS MEDIA, David J. Riley. Scott, Foresman and Co., 1971. 1 per teacher.

TEACHER'S RESOURCE BOOK TO ACCOMPANY FREEDOM OF DILEMMA, David J. Riley. Scott, Foresman and Co., 1971. 1 per teacher.

HOW TO READ YOUR NEWSPAPER, Ruth B. Smith and Barbara Michalak. Harcourt, Brace, Jovanovich, Inc., 1970. 1 per teacher.

TEACHER'S MANUAL FOR HOW TO READ YOUR NEWSPAPER, Ruth B. Smith and Barbara Michalak. Harcourt, Brace, Jovanovich, Inc., 1970. 1 per teacher.

NEWS, A CONSUMERS GUIDE, Ivan and Carol Doig. Prentice-Hall, Inc., 1972. 1 per teacher.

ST. LOUIS AMERICAN. 2 copies per week per Journalism class.

ST. LOUIS ARGUS. 2 copies per week per Journalism class.

ST. LOUIS GLOBE-DEMOCRAT. 2 copies per day per Journalism class.

STUDENT'S OBJECTIVES	LEARNING ACTIVITIES AND RESOURCES
I. The student explores the question, "What is Communication?"	JMM Chapter 1, pp. 3,4, "Development of Mass Communication"
A. He explains or writes about basic concepts of communication.	R *COMMUNICATE*, S. Chase McDougal, Littel & Co.
B. He describes some communication processes.	TA *COMMUNICATION: CONCEPTS AND PROCESSES*, J. DeVito.
C. He understands what a basic communication process is and demonstrates his understanding by selecting and explaining such a process.	LM p. 1,2, p. 3. Illustration E. LM Activity V, p. 111 LM Activity VI, p. 112
1. He analyzes the factors that bring about a basic communication process.	Listening - Give instructions and have students carry them out.
2. He recognizes non-communication as lack of communication.	Games to show need for clear communication.
3. He analyzes what causes non-communication or lack of communication.	TA *COMMUNICATION GAMES*, Karen R. Krupa.
	F 368-112 *WHY MAN CREATES* FPL *THE CRITICS* FPL *AMERICAN TIME CAPSULE* F 358-106 *GATEWAYS TO THE MIND*, Part I F 358-107 *GATEWAYS TO THE MIND*, Part 2 FPL *HAVE I TOLD YOU LATELY THAT I LOVE YOU?* FPL *THE MEDIUM IS THE MESSAGE* FPL *THE WALL*

STUDENT'S OBJECTIVES	LEARNING ACTIVITIES AND RESOURCES
	SW Bell Telephone Company and Union Electric make films on communications which are available.
II. The student describes the forerunners of the mass media.	JMM pp. 6-11 JMM pp. 15-26
A. He traces the history and development of newspapers.	TA *MEDIA CASEBOOK*, Ch. 1, "Development."
B. He traces the history and development of magazines.	JMM pp. 43-50
C. He traces the history and development of the electronic media.	JMM pp. 69-84 F 139-107 *THE STORY THAT COULDN'T BE PRINTED* F 263-144 *WHY COMMUNICATIONS SATELLITES?*
III. The student analyzes the social responsibilities of the journalist.	JMM Chapter 14, pp. 293-314 JMM "Code of Ethnics," p. 489
A. He identifies words that are slanted and biased in straight news stories.	JMM "Criteria," p. 492 JMM Codes of Radio, TV, and Films, pp. 496-498. F 369-112 *FREE PRESS VS FAIR TRIAL BY JURY*
B. He separates fact from opinion, given a newspaper story.	FPL *TV NEWS-MEASURE OF THE MEDIUM* F 259-129 *NEWSPAPER SERVES ITS COMMUNITY* SFS 771-428 *MASS MEDIA: IMPACT ON A NATION* (2 parts)
C. He writes an objective news story.	SFS 770-497 *PROTEST WRITING: AN AMERICAN TRADITION* (2 parts) F 367-119 *FREEDOM TO SPEAK--NEW YORK VS. FEINER*
D. He becomes aware that the freedoms he has been guaranteed also require certain responsibilities of him.	TA *NEWS, A CONSUMER'S GUIDE*, Ivan and Carol Boig. Prentice-Hall, Inc., 1972. LM Activity V, p. 4 LM Activity III, p. 109 F 355-105 *NIGHT AND FOG* FPL *YOU'RE NO GOOD*

21

STUDENT'S OBJECTIVES	LEARNING ACTIVITIES AND RESOURCES
	FPL *DETACHED AMERICANS* LM Activity XI, p. 106. Select several for discussion. FPL *VERY NICE, VERY NICE*
IV. The student determines what news is.	JMM Chapter 8, pp. 149-159, pp. 159-170 (Optional).
A. The student determines what makes a news story relevant to the reader. He describes which elements of relevance it contains.	LM Activity VII, p. 63
B. The student lists important news sources.	LM Activity V, p. 61 LM Activity VI, p. 62
C. The student identifies the "5 W's and H" from a news story and places the facts in a descending order of importance. The student can explain "inverted pyramid form."	SFS 769-499 *FINISHED PAPER* SFS 769-500 *PREPARING NEWS FOR PRINT* SFS 769-501 *READING THE DAILY PAPER* SFS 769-502 *UNDERSTANDING FEATURE STORIES* SFS 769-503 *WEEKLIES AND OTHER PUBLICATIONS* SFS 769-504 *WRITING FOR NEWSPAPERS*
D. The student prepares himself for gathering news from sources.	LM Activity II, p. 60
E. Given a specific assignment, he writes a brief, factual, straight news story, using the "5 W's and H" and the inverted pyramid style.	LM Activity II, p. 60
V. The student recognizes and describes elements of a feature story.	JMM Chapter II, pp. 209-241 JMM Activities , pp. 242-244. Teacher selections optional.

STUDENT'S OBJECTIVES	LEARNING ACTIVITIES AND RESOURCES
A. He knows the purposes of a feature story: to entertain and to add new dimensions.	LM Activity I, p. 83 LM Activity VII, p. 86 LM Activity VIII, p. 86
B. He lists the differences between a straight news story and a feature story.	SFS 769-502 *UNDERSTANDING FEATURE STORIES*
C. He becomes aware of and then explains differences in style, structure, leads, and emphasis between news and feature stories.	FPL TV documentaries--these and other titles are available. *HARVEST OF SHAME* *SUPERFLUOUS PEOPLE* *THE TENEMENT* *THE SELLING OF THE PENTAGON*
D. He recognizes spots feature story possibilities in news stories.	
E. He becomes aware of various types of feature stories and identifies these types.	
VI. The student knows what an editorial is.	JMM Chapter 13, pp. 269-290
A. He explains the purpose of an editorial and describes the skills needed to write an effective editorial.	SFS 770-497 *PROTEST WRITING: AN AMERICAN TRADITION* (2 parts)
B. He names the various types of editorials	TM Activities I, II, and III for Chapter 13
C. The student illustrates the differences between straight news stories and editorials.	TM Activity IV for Chapter 13
D. He evaluates editorials, using specific criterion.	TA *SCHOLASTIC JOURNALISM, 4th ED.*, English and Math. pp. 117-125

STUDENT'S OBJECTIVES	LEARNING ACTIVITIES AND RESOURCES
E. He understands and explains reasoning skills needed to write an effective editorial.	
F. He becomes aware of names and describes propaganda devices.	
G. He understands and explains the difference between *LIBEL* and *SLANDER*.	
H. He interprets editorial cartoons; he understands and describes their function.	Activity: The student collects and exhibits selected editorial cartoons. He presents the exhibit and his interpretation of the cartoons to his classmates.
VII. The student learns techniques of interviewing.	FPL *THE INTERVIEW* (Role-playing an interviewing situation.)
A. He sees how interviewing is used in news and feature writing.	
B. He prepares for an interview.	JMM Chapter 9, pp. 173-190
C. He carries out an interview.	LM Activity VII, p. 70, No. 3 especially *PROM MAGAZINE INTERVIEW* (if available)
D. He organizes his material and writes a story based on the interview.	LM Activity I, p. 66
E. He writes a list of guidelines for conducting an interviewing.	LM Activity III, p. 67
F. He writes verbatim some of the things said by the person interviewed and paraphrases others. He demonstrates skill in taking notes.	LM Activity IV, p. 67
VIII. The student learns the elements of sports writing.	JMM pp. 247-264

STUDENT'S OBJECTIVES	LEARNING ACTIVITIES AND RESOURCES
A. He learns as much about sports as possible so that he can write interesting sports stories.	Invite coaches and players from various sports to class to be interviewed.
B. He familiarizes himself with the language of sports.	LM Activity I, p. 89
C. He knows he is writing for three distinct audiences; he writes his sports stories with this fact in mind. He describes the three audiences.	JMM p. 249
D. He determines the sports coverage adequate for his school, including intramural and girls' sports.	LM Activity X, p. 97
E. He describes the differences among *ADVANCE*, *GAME*, and *FOLLOW-UP* stories.	LM Activity III, p. 91
F. He prepares for, organizes, and writes an effective sports story.	LM Activity II, p. 90 JMM p. 263-264, "Pitfalls"
G. He understands the necessity of and techniques of taking good action photographs to accompany sports stories.	LM Activities VIII, and IX, pp. 94-96
IX. The student learns about photography. (This unit may be used with *NEWS*, *FEATURES*, and *SPORTS* units, as the teacher sees fit.)	JMM Chapter 15, pp. 321-344
A. He suggests effective photographs to accompany stories, judges the quality of a picture and learns how to crop photographs effectively.	JMM Chapter 17, pp. 388-391 LM Activity I, p. 119-120 Activity II, p. 121 F 360-105 *CAMERAS AND CAREERS*
B. If possible, the student learns the basic rudiments of a camera and actually takes pictures to accompany his stories.	

STUDENT'S OBJECTIVES	LEARNING ACTIVITIES AND RESOURCES
X. The student learns about newspaper production.	JMM Chapter 17,
A. He understands the basic printing processes, especially letterpress, mimeograph and offset.	*ACTIVITY*-Students produce a mimeograph newspaper as a class project.
B. He prepares production schedule for a school newspaper.	FPL *BASIC REPRODUCTIVE PROCESSES IN THE GRAPHIC ARTS* *ACTIVITY*- Field trip to print shop and the *ST. LOUIS POST DISPATCH* and/or the *ST. LOUIS GLOBE DEMOCRAT*.
C. He learns to budget his time and to meet deadlines.	
D. He edits copy, using uniform copy-reading symbols.	JMM Appendix X, p. 505
E. The student writes appropriate headlines for stories, following uniform headline principles established for the school paper.	JMM pp. 375-380
F. The student knows and describes the differences between a headline and a label.	F 272-106 *NEWSPAPER LAYOUT*
G. The student recognizes and demonstrates the four basic tabloid layouts.	JMM p. 381
XI. The student studies advertising.	JMM p. 109-111
A. He learns how his life is affected by advertising.	R *THE HIDDEN PEPSUADERS*, Vance Packard. LM Activities I and II, pp. 40-41.
B. He analyzes pieces of advertising, explaining the appeal to the consumer each uses.	JMM pp. 116-121 LM Activity III, pp. 41-42
C. He becomes aware of the abundance of advertising that surrounds him.	*ACTIVITY*-The student makes a notebook or prepares a slide show to present some of the types of advertising that surrounds him.

STUDENT'S OBJECTIVES	LEARNING ACTIVITIES AND RESOURCES
D. He works to become a better listener and observer. E. He recognizes and points out various propaganda techniques used in advertising. F. He becomes aware of the jobs available in advertising. G. The student increases his understanding of people and of what motivates them as a result of his study of advertising.	TA *ADVERTISING AGE*-magazine SFS 769-510 *PROTECTING THE CONSUMER* SFS 766-440 *EXPLOITED GENERATION* SFS 169-138 *TRUTH AND THE DRAGON*, deals with propaganda devices. JMM pp. 123-124 *FIELD TRIP* - Visit an advertising agency. *ACTIVITY* - Invite a speaker from an advertising agency to visit the class.

27

Materials available from Audiovisual Services

Films

F 139-107	*THE STORY THAT COULDN'T BE PRINTED* (C- 11 minutes)
F 263-144	*WHY COMMUNICATIONS SATELLITES?* (C - 12 minutes)
F 369-112	*FREE PRESS VS FAIR TRIAL BY JURY* (B/W - 27 minutes)
F 368-112	*WHY MAN CREATES* (C - 29 minutes)
F 358-106	*GATEWAYS TO THE MIND, PART 1*
F 358-107	*GATEWAYS TO THE MIND, PART 2*
F 259-129	*NEWSPAPER SERVES ITS COMMUNITY* (C - 14 minutes)
F 367-119	*FREEDOM TO SPEAK-PEOPLE OF NEW YORK VS. FEINER* (C - 23 minutes)
F 355-105	*NIGHT AND FOG* (C - 31 minutes)
F 271-178	*REACHING YOUR READER* (C - 17 minutes)
F 272-166	*HOLDING THEM SPELLBOUND* (C - 17 minutes)
F 271-176	*THE SPECIFIC IS TERRIFIC* (12- minutes)
F 360-105	*CAMERAS AND CAREERS* (C - 29 minutes)
F 272-106	*NEWSPAPER LAYOUT* (C 13- minutes)
F 169-138	*TRUTH AND THE DRAGON,* (C - 10 minutes) deals with propaganda devices

Sound Filmstrips

SFS 771-428 *MASS MEDIA: IMPACT ON A NATION* (2 parts)
SFS 770-497 *PROTEST WRITING: AN AMERICAN TRADITION* (2 parts)
SFS 769-510 *PROTECTING THE CONSUMER*
SFS 766-440 *EXPLOITED GENERATION*
SFS 773-441 *A CAREER IN JOURNALISM*

NEWSPAPER IN AMERICA SERIES

SFS 769-499 *FINISHED PAPER*
SFS 769-500 *PREPARING NEWS FOR PRINT*
SFS 769-501 *READING THE DAILY PAPER*
SFS 769-502 *UNDERSTANDING FEATURE STORIES*
SFS 769-503 *WEEKLIES AND OTHER PUBLICATIONS*
SFS 769-504 *WRITING FOR NEWSPAPERS*

Film available from Public Library

FPL *THE CRITIC* (C - 5 minutes)
FPL *AMERICAN TIME CAPSULE* (C - 3 minutes)
FPL *HAVE I TOLD YOU LATELY THAT I LOVE YOU* (B/W - 16 minutes)
FPL *THE MEDIUM IS THE MESSAGE YOU KNOW* (C - 23 minutes)
FPL *THE WALL* (C - 4 minutes) 1966
FPL *TV NEWS MEASURE OF THE MEDIUM* (C - 16 minutes)
FPL *YOU'RE NO GOOD* (B/W - 29 minutes)
FPL *DETACHED AMERICANS,* (B/W - 33 minutes) 1964
FPL *VERY NICE, VERY NICE* (B/W - 8 minutes)

29

Films available from Public Library

FPL	*TV DOCUEMNTARIES THESE AND OTHER TITLES ARE AVAILABLE*
FPL	*HARVEST OF SHAME* (B/W - 54 minutes)
FPL	*SUPERFLUOUS PEOPLE* (B/W - 56 minutes)
FPL	*THE TENEMENT* (B/W - 40 minutes)
FPL	*THE SELLING OF THE PENTAGON* (C - 52 minutes)
FPL	*THE INTERVIEW* (C - 6 minutes) Role-playing an interviewing situation)
FPL	*BASIC REPRODUCTIVE PROCESSES IN THE GRAPHIC ARTS* (C - 25 minutes)

30

THE SPEECH CURRICULUM

In our changing society reading skills are declining in importance in relation to oral skills, those of listening and speaking. Many people keep abreast of the news through radio and television, not through newspapers and magazines; many handle personal communications by phone, not by mail; many are persuaded to buy products through rhetoric and advertising on radio and television, not through newspaper advertisements; many decide on their choice of elected officials through their appeals on television, not through the printed word.

Although written language is subordinate to oral language, in the schools more emphasis has been placed on the reading and writing aspects of communication than on the primary means of communication - speaking and listening. We feel that the speech courses we have recommended will remedy this deficiency and will meet a wider variety of student needs than has been offered heretofore.

We believe that the Survey Course of Oral Communication could be taught adequately by a certified English teacher with assistance the first year from department heads and/or the speech/drama teacher.

We recognize the handicap of having one committee select materials for all high school and the difficulty of meeting each high school's particular needs. We, have therefore, attempted to make the courses as flexible as possible by omitting much of the detail that is usually found in a course guide so that the teachers and department heads may structure the courses to fit the needs of the students.

SUGGESTED AUDIOVISUAL AIDS:

Materials available from Audiovisual Services

F 149-118	*YOUR VOICE*
F 173-115	*ENGLISH LANGUAGE: PATTERNS OF USAGE*
F 269-198	*COMMUNICATION BY VOICE AND ACTION*
F 272-167	*ENGLISH ON THE JOB: LISTENING AND SPEAKING SKILLS*
F 272-166	*HOLDING THEM SPELLBOUND*

Sound Filmstrips

SFS 773-442	*SEMANTICS-LANGUAGE AND BEHAVIOR*

Available from St. Louis Public Library

FPL	*USING VISUALS IN SPEECH*

(One-semester course that can be adapted to a ten-week study by dividing the four sections to meet the needs of students.)

RATIONALE:

This course, intended to be a flexible teaching tool, is primarily for freshmen and sophomores but is open to all students. It is designed to fill a void in the course of study, for it provides students with an introduction to a formal study of speech fundamentals. Taking the course early in his high-school career, the student should learn to function more capably in all his classes and may develop an interest in further speech study. The heart of this course lies in its activities, not in the text.

OBJECTIVES:

This survey course should enable the student to:

1. become more sensitive in communicating with others and develop skills in listening.
2. speak effectively, intelligently, and correctly.
3. develop skill in communication within groups.
4. learn the arts of persuasion and critical judgment.

SURVEY OF ORAL COMMUNICATION (Semester) 05220

MATERIALS:

SC - SPEECH COMMUNICATION, A MODERN APPROACH, Ray E. Nadeau. Addison-Wesley Publishing Co., Inc., 1973. 1 per pupil.

SCT - SPEECH COMMUNICATION, A MODERN APPROACH, TEACHER'S MANUAL, Ray E. Nadeau. Addison-Wesley Publishing Co., Inc., 1973. 1 per teacher.

NCQ - NONVERBAL COMMUNICATION, Louis Forsdale. Harcourt, Brace, Jovanovich, Inc., 1974. 1 per teacher.

ATS - A TIME TO SPEAK, Howard Stein. Harcourt, Brace, Jovanovich, Inc., 1974. 1 per teacher.

LDSG - LEARNING DISCUSSION SKILLS THROUGH GAMES, Gene Stanford and Barbara Dodds Stanford. Citation Press, 1969. 1 per teacher.

TS - THINKING STRAIGHT, Third Edition, Monroe C. Beardsley. Prentice-Hall, Inc., 1966. 1 per teacher.

TST - THINKING STRAIGHT, Third Edition, Teacher's Key, Monroe C. Beardsley. Prentice-Hall, Inc., 1966. 1 per teacher.

LB - LISTENING BEHAVIOR, Larry L. Barker. Prentice-Hall, Inc., 1971. 1 per teacher.

CT - COPING WITH TELEVISION, Joseph Fletcher Littell, Editor. McDougal, Littell and Co., 1973. 1 per teacher.

SD - SPEAKING BY DOING, William E. Buys. National Textbook Co., 1973. 1 per teacher.

TOPICS COVERED	RESOURCES - ACTIVITIES
PART I	
I. The student talks and listens in informal situation.	(Many activities are suggested in SC.)
II. The student understands the nature of communication.	Interviews, introductions, conversations, reading aloud, and listening critically.
III. The student analyzes his self-concept.	Pantomime roles. SC, Chapters 1 - 3, pp. 1-53
PART II	SC, Chapters 4 - 6, pp. 54-105
I. The student describes in various communication modes.	The student writes a paragraph, using effective imagery and describing a scene. He reads his paragraph to the class.
II. The student gives an expository talk.	The student gives five minute expository talk, explaining a process, procedure, or technique, and using visual aids.
III. The student clarifies his ideas, using several communications modes.	The student writes a one-page comment on one of his classmate's talks. (S.C. p. 77.)

TOPICS COVERED	RESOURCES - ACTIVITIES
PART III	
I. The student learns skills for communication within groups.	SC, Chapters 7 - 8, pp. 106-173
II. The student engages in group consideration of three types of discussion questions: fact, value, and policy.	
III. The student learns several approaches to discussion: the learning approach, the case approach, and the complete-problem approach.	
IV. The student employs various discussion techniques.	The class engages in group discussion on any open-ended questions listed on pp. 123-125.
V. The student studies the reasoning processes and strives to improve his own use of: deductive and inductive reasoning syllogisms materials of reasoning patterns in reasoning	Have student bring to class an article or editorals which uses either inductive or deductive reasoning. He summarizes orally the argument and evaluates the quality of the reasoning.

TOPICS COVERED	RESOURCES - ACTIVITIES
PART IV	SC, Chapters 9 - 11, pp. 174-250
I. The student applies critical judgment as he reacts to media.	The student repeats a television commercial, using appropriate props, and then evaluates it for appeal, honesty, effectiveness. The student reacts orally, in a five-minute talk, to a speech which is primarily informational or persuasive in character, using the Key questions on p. 178 as a guide.
II. The student recognizes and describes factors which affect a listener's response.	
III. The student analyzes listeners.	
IV. The student delivers a persuasive speech.	The student gives a five-minute persuasive talk.
V. The student participates in an informal debate.	Conduct a fourteen-minute, two-student debate on a controversial topic.
VI. The student practices using parliamentary procedure.	Let students practice conducting and participating in a meeting according to parliamentary rules.

INTERMEDIATE COURSE IN ORAL COMMUNICATION (One Semester) 05230

RATIONALE:

This course is designed as an intermediate course primarily for sophomores and juniors but open to all students, with emphasis on activities requiring students to speak before groups and in groups. The course should be thought of as an activities course, flexible enough to fit individual students' needs and ambitions.

The text contains a variety of activities for students as well as suggested films and references for the teacher. The appendix contains modern examples of different kinds of speeches by Martin Luther King, Richard Nixon, Archibald Cox, William Faulkner, and others.

OBJECTIVES:

This intermediate course should enable students to

1. develop basic skills in use of voice and in listening behavior.

2. develop self-confidence and ease of speaking through activities calling for planning and presenting various speeches.

3. develop the ability to interact with others through participation in various discussion activities.

4. develop oral reading skills through interpretation and dramatic activities.

Materials:

PC - *PATTERNS IN COMMUNICATION: GUIDE TO SPEECH AND CRITICAL LISTENING*, Wilhelmina G. Hedde, et al. J.B. Lippincott Co., 1973. 1 per pupil.

NC - *NONVERBAL COMMUNICATION*, Louis Forsdale. Harcourt, Brace, Jovanovich, Inc., 1974. 1 per teacher.

ATS - *A TIME TO SPEAK*, Howard Stein. Harcourt, Brace, Jovanovich, Inc., 1974. 1 per teacher.

LDSG - *LEARNING DISCUSSION SKILLS THROUGH GAMES*, Gene Stanford and Barbara Doris Stanford. Citation Press, 1969. 1 per teacher.

TS - *THINKING STRAIGHT*, Third Edition, Monroe C. Beardsley. Prentice-Hall, Inc., 1966. 1 per teacher.

TST - *THINKING STRAIGHT*, Third Edition, Teacher's Key, Monroe C. Beardsley. Prentice-Hall, Inc., 1966. 1 per teacher.

LB - *LISTENING BEHAVIOR*, Larry L. Barker. Prentice-Hall, Inc., 1971. 1 per teacher.

CT - *COPING WITH TELEVISION*, Joseph Fletcher Littell, Editor, McDougal, Littell and Co., 1973. 1 per teacher.

SD - *SPEAKING BY DOING*, William E. Buys. National Textbook Co., 1973. 1 per teacher.

INTERMEDIATE COURSE IN ORAL COMMUNICATION (One Semester) 05230

TOPICS COVERED IN TEXT	RESOURCES - ACTIVITIES
Some of the following areas may be expanded upon or deleted as time and other factors may dictate.	
I. The student studies the fundamentals of oral communication:	PC pp. 3-54
Use of body Use of the voice Pronunciation Listening	NC TS Chapter I, Samples of exercises in analyzing arguments LB Useful questions for discussion, pp. 14,42,69, 84,125
II. The student prepares and presents various kinds of speeches. He attends to:	PC pp. 58-121 TS Chapter 4 - "Pitfalls of Language"
Choosing a topic Research Organization Delivery Kinds of speeches	SD Students prepare materials, organize and deliver speeches of various lengths and kinds as assigned by the teacher, suggested by classmate, or determined independently. Attention is given to speeches of courtesy, tribute, explanation and to delivery appropriate to each.
III. The student participates in discussion and exchanges such as:	PC pp. 122-181 Students participate in group discussions, debates simulated or real meetings.
Conversation Group discussion Debate Parliamentary procedure	LSDG Suggestion for building discussion skills - step by step.

TOPICS COVERED IN TEXT	RESOURCES - ACTIVITIES
IV. The student practices interpretation skills. Interpretative reading Declamation	PC pp. 182-216 CT Chapters 4 and 5
V. The student recognizes the drama as a form of oral communication. He studies: Dramatic appreciation Acting Preparing and staging the play	PC pp. 217-285

Rationale:

This intermediate course, intended primarily for sophomores and juniors but available to all students, will serve some students as a single or last speech course and others as an introduction to the study of Advanced Public Speaking. This is an activity-centered course which offers the student many opportunities to speak. A further dimension of the course is access to the Treasury of Speech, an anthology of exemplary speeches.

The student is expected to have completed the Survey Course of Oral Communication or to have some experience, however minor, in speaking before a group or in participating in serious, topic-centered, discussions. Academically able students should select the Intermediate course as a first course in oral communication. Any student who desires a moderately rigorous level of challenge may select it.

Objectives:

This intermediate course should enable the student to:

1. Develop a facility in listening and speaking.
2. Learn to solve problems through reflective thinking and speech.
3. Acquire skill in speech-making and delivery.
4. Become conversant with various kinds of speech-making.
5. Develop leadership through a knowledge of parlimentary law and forensics.

Materials:

ST - *SPEECH FOR TODAY*, Paul Hibbs, et al. Webster Division, McGraw-Hill Book Co., 1965. 1 per pupil. Contains *A TREASURY OF SPEECH*.

STM - *SPEECH FOR TODAY*, Teacher's Manual, Paul Hibbs, et al. Webster Division, McGraw-Hill Book Co., 1967. 1 per teacher.

NC - *NONVERBAL COMMUNICATION*, Louis Forsdale. Harcourt, Brace, Jovanovich, Inc., 1974. 1 per teacher.

ATS - *A TIME TO SPEAK*, Howard Stein. Harcourt, Brace, Jovanovich, Inc., 1974. 1 per teacher.

LDSG - *LEARNING DISCUSSION SKILLS THROUGH GAMES*, Gene Stanford and Barbara Dodds Stanford. Citation Press, 1969. 1 per teacher.

TS - *THINKING STRAIGHT*, Third Edition, Monroe C. Beardsley. Prentice-Hall, Inc., 1966. 1 per teacher.

TST - *THINKING STRAIGHT*, Third Edition, Teacher's Key, Monroe C. Beardsley. Prentice-Hall, Inc., 1966. 1 per teacher.

LB - *LISTENING BEHAVIOR*, Larry L. Barker. Prentice-Hall, Inc., 1971. 1 per teacher.

CT - *COPING WITH TELEVISION*, Joseph Fletcher Littell, Editor. McDougal, Littell and Co., 1973. 1 per teacher.

SD - *SPEAKING BY DOING*, William E. Buys. National Textbook Co., 1973. 1 per teacher.

INTERMEDIATE COURSE IN ORAL COMMUNICATION (Two Semesters) 05231-05232

TOPICS COVERED IN TEXT	RESOURCES - ACTIVITIES
I. The student becomes aware of speech as communication.	ST Contains *A TREASURY OF SPEECH*, models of various kinds of speeches.
	ST pp. 3-56 LB Many Suggestions for the teacher
II. The student learns to use and to value straight thought: solving problems through speech.	
A. He analyzes the speaker as thinker.	ST pp. 57-73 TS Good material on critical thinking and the uses and powers of language. TST
B. He engages in a free exchange of ideas through group discussion.	ST p. 4-96 LSDG Step by step method of developing discussion skills LB SD
III. The student prepares his speeches.	ST Part III, 97-200; TS; NC
A. He strives to understand his audience	
B. He chooses and develops a subject.	
C. He presents his ideas in appropriate forms.	
D. He chooses his language to suit his audience and topic.	

TOPICS COVERED IN TEXT	RESOURCES - ACTIVITIES
IV. The student practices delivery before an audience.	ST pp. 201-244; NC
A. He improves vocal quality and articulation and uses them effectively.	
B. He learns to use posture and action as part of communication.	
V. The student fits his purpose to the proper kind of speech.	ST pp. 245-337 TS Chapters, 4,5, and 6 SD
Informative and persuasive speeches Formal speeches Reading Aloud Storytelling	
VI. The student learns to function in the public forum through facility in:	ST Part IV, pp. 338-436
Parliamentary Procedure	ST pp. 338-361
Debate Drama Radio and Television	CT
Speech Contests	SD

ADVANCED PUBLIC SPEAKING (One Semester)

05240

RATIONALE:

Advanced Public Speaking is a one-semester course. Emphasis is on the advanced aspects of public speaking, not on basics which are offered in Survey and Intermediate courses. Advanced Public Speaking I is designed to challenge mature students, whether or not they have had previous courses especially students who show qualities of leadership and/or forensic ability who are in need of speech skills development. The course, which should be thought of as an activity course, is flexible enough to allow the teacher to tailor it to the specific needs and ambitions of individual students. Previous course work in speech, although not necessarily a prerequisite, is advised. Except in the cases of extremely able students or students with considerable prior experience in speaking before a group, one of the less demanding courses should be taken first.

This advanced course should enable students to:

1. Develop poise, fluency, and self-confidence through extensive practice in all aspects of preparation and presentation of various types of speeches.
2. Develop leadership ability, skill in interacting with others, reasoning, and analytical abilities through participation in discussions.

Materials:

MS - *MODERN SPEECH, REVISED EDITION*, John V. Irwin and Marjorie Rosenberger. Holt, Rinehart, and Winton, Inc., 1966. 1 per pupil.

MSM - *MODERN SPEECH, REVISED EDITION, TEACHER'S MANUAL*, Irwin and Rosenberger. Holt, Rinehart, and Winston, Inc., 1966. 1 per teacher.

NC - *NONVERBAL COMMUNICATION*, Louis Forsdale. Harcourt, Brace, Jovanovich, Inc., 1974. 1 per teacher.

ATS - *A TIME TO SPEAK*, Howard Stein. Harcourt, Brace, Jovanovich, Inc., 1974. 1 per teacher.

LDSG - *LEARNING DISCUSSION SKILLS THROUGH GAMES*, Gene and Barbara Dodds, Stanford. Citation Press, 1969. 1 per teacher.

TS - *THINKING STRAIGHT*, Third Edition, Monroe C. Beardsley. Prentice-Hall, Inc., 1966. 1 per teacher.

TST - *THINKING STRAIGHT*, Third Edition, Teacher's Key, Monroe C. Beardsley.

LB - *LISTENING BEHAVIOR*, Larry L. Barker. Prentice-Hall, Inc., 1971. 1 per teacher.

CT - *COPING WITH TELEVISION*, Joseph Fletcher Littell, Editor. McDouglad. Littell and Co., 1973. 1 per teacher.

SD - *SPEAKING BY DOING*, William E. Buys. National Textbook Co., 1973. 1 per teacher.

ADVANCED PUBLIC SPEAKING (One Semester)

TOPICS COVERED	RESOURCES - ACTIVITIES
I. The student studies the nature of communication through speech.	
A. He learns the general principles of communication.	MS pp. 2-37
B. He improves his skills in listening.	MS pp. 40-51 LB Many suggestions for sharpening listening skills.
C. He practices improving voice production, including	MS pp. 52-69
Speech mechanics	
Pitch	
Volume	
Quality	
D. He studies speaking the English language, including	
The sounds of English	MS pp. 69-93
Pronunciation	
E. He learns about psychological factors in speaking.	MS pp. 94-107
II. The student prepares and presents a speech.	MS pp. 110-130
A. He defines his purpose.	
B. He plans his speech according to its purpose.	

ADVANCED PUBLIC SPEAKING (One Semester)

TOPICS COVERED	RESOURCES - ACTIVITIES
III. The student prepares and presents the informative speech, the entertaining speech, and the persuasive speech.	TS Chapter 4,5,6, (Teacher)
A. He selects a subject.	MS pp. 131-141
B. He finds useful, interesting material.	MS pp. 142-165
C. He outlines the speech.	MS pp. 166-187
D. He selects appropriate and effective.	MS pp. 188-208
1. beginning	
2. ending	
E. He delivers the speech, using	MS pp. 232-259 SD
1. Auditory appeal.	
2. Visual appeal.	
3. Psychological factors.	
4. Varied types of delivery.	

ADVANCED PUBLIC SPEAKING 1 and 2 (Two Semesters) 05241-05242

RATIONALE:

This course differs from the one-semester Advanced Public Speaking course in that in its general level of inquiry it reaches for greater depth and extends to parliamentary procedure, organized discussion, debating, and oral interpretation of literature. The course is designed to challenge the mature students whether or not they have had previous courses. It is especially intended for students who show qualities of leadership and/or forensic ability which are in need of development. The course should be thought of as an activity course. It is flexible enough to allow the teacher to tailor it to the specific needs and ambitions of individual students. Previous course work in speech is not a prerequisite; however, except in the case of extremely able students, it is advised.

OBJECTIVES:

This advanced course should enable students to:

1. develop poise, fluency, and self-confidence through extensive practice in all aspects of preparation and presentation of various types of speeches.

2. develop leadership ability, skill in interacting with others, reasoning and analytical ability through participation in discussion, argumentation, and debate.

3. develop ability to read aloud and transfer author's thoughts and meaning to an audience through oral interpretation.

Materials:

MS - *MODERN SPEECH, REVISED EDITION*, John V. Irwin and Marjorie Rosenberger. Holt, Rinehart, and Winston, Inc., 1966. 1 per pupil.

MSM - *MODERN SPEECH, REVISED EDITION, TEACHER'S MANUAL*, Irwin and Rosenberger. Holt, Rinehart, and Winston, Inc., 1966. 1 per teacher.

NC - *NONVERBAL COMMUNICATION*, Louis Forsdale. Harcourt, Brace, Jovanovich, Inc., 1974. 1 per teacher.

ATS - *A TIME TO SPEAK*, Howard Stein. Harcourt, Brace, Jovanovich, Inc., 1974. 1 per teacher.

LDSG - *LEARNING DISCUSSION SKILLS THROUGH GAMES*, Gene and Barbara Dodds Stanford. Citation Press, 1969. 1 per teacher.

TS - *THINKING STRAIGHT*, Third Edition, Monroe C. Beardsley. Prentice-Hall, Inc., 1966. 1 per teacher.

TST - *THINKING STRAIGHT*, Third Edition, Teacher's Key, Monroe C. Beardsley.

LB - *LISTENING BEHAVIOR*, Larry L. Barker. Prentice-Hall, Inc., 1971. 1 per teacher.

CT - *COPING WITH TELEVISION*, Joseph Fletcher Littell, Editor. McDougald Littell and Co., 1973. 1 per teacher.

SD - *SPEAKING BY DOING*, William E. Buys. National Textbook Co., 1973. 1 per teacher.

TOPICS COVERED	RESOURCES - ACTIVITIES
I. The student studies the nature of communication through speech.	
A. He learns the general principles of communication:	
B. He improves his listening skills.	MSM
C. He practices improving voice production, including	NC
1. Speech mechanics	
2. Pitch	
3. Volume	
4. Quality	
D. He speaks the English language as well as he can.	MS pp. 69-93
1. He improves his diction and usage.	MSM
2. He reviews the sounds of English pronunciation.	
E. He analyzes the psychological factors in speaking.	MS pp. 94-107 TS LB
III. The student prepares and presents speeches.	MS pp. 110-130
A. He defines his purpose.	
B. He plans his speech according to its purpose.	

	TOPICS COVERED	RESOURCES - ACTIVITIES	
III.	The student plans and presents the informative speech, the entertaining speech, and the persuasive speech. For each speech	TS	
	A. He selects a subject	MS	pp. 131-141
	B. He finds useful, interesting material.	MS	pp. 142-165
	C. He outlines the speech.	MS	pp. 166-187
	D. He selects appropriate and effective.	MS	pp. 188-208
	1. beginning		
	2. ending		
	E. He delivers the speech, using	TS MS	Chapter 4,5,6, pp. 232-259
	1. Auditory appeal		
	2. Visual appeal		
	3. Psychological factors	SD	
	4..Varied types of delivery		
IV.	He student studies and practices parliamentary procedure in group discussions.	MS	pp. 280-379
V.	The student organizes discussions of various kinds.	MSM	

ADVANCED PUBLIC SPEAKING 1 and 2 (Two Semesters) 05241-05242

TOPICS COVERED	RESOURCES - ACTIVITIES
A. He defines discussion. B. He identifies types of discussion: 1. Informal group 2. Committee 3. Panel 4. Lecture-forum 5. Dialogue 6. Forum C. He participates in the discussion process: 1. Defining the problem. 2. Analyzing the problem. 3. Suggesting solution. 4. Comparing solutions. 5. Agreeing on a solution. D. He recognizes, assumes, and practices responsibilities of each of the participants: 1. Those of the leader. 2. Those of the members.	MS pp. 319-338

TOPICS COVERED	RESOURCES - ACTIVITIES
VI. The student participates in debating.	MS pp. 339-377
A. He understands the nature of debate.	
B. He learns the debate process:	
1. The Proposition	
2. Proof - kinds of evidence	
3. Accepted facts	
4. Documented facts	
5. Authoritative statements	
6. Examples of instances	
C. He develops skill in argumentation:	MS TS
1. Induction	
2. Deduction	
3. Cause and effect	
4. Analogy	
5. Fallacies in reasoning	
VII. The student practices oral interpretation.	
A. He understands the meaning and mood of the selection.	
B. He uses emphasis	
C. He improves his voice:	

TOPICS COVERED	RESOURCES - ACTIVITIES
1. Quality 2. Phrasing 3. Bodily movement D. He applies oral skills to both prose and poetry.	

Suggested Audiovisual Aids:

F 149-118 *YOUR VOICE* (B/W - 11 min.)
Animated drawings and live photography explain the four phases of voice production - respiration, phonation, resonance, and articulation. Emphasize the role of proper exercise in improving the voice.

FPL *IS THERE COMMUNICATION WHEN YOU SPEAK?* (B/W - 17 min.) St. Louis Public Library
Shows how a speaker's voice, pronunciation, articulation, language, movements, and visual aids advance his ideas. Demonstrates audience response.

FPL *SAY WHAT YOU MEAN* (B/W - 20 min.) St. Louis Public Library
Illustrates in a speech group situation, how to choose language that clearly states an idea, is appropriate for the listener and forceful.

FPL *USING VISUALS IN SPEECH* (B/W - 13 min.) St. Louis Public Library
Illustrates manner in which a talk is made more interesting and effective by using various kinds of visual devices.

COURSE DESCRIPTION

We interrupt this catalog to bring you this announcement.....
Which is better, Channel 4 News or Channel 5 News? Why did so many people see *THE GODFATHER?* Who says the *POST-DISPATCH* is better than the *GLOBE-DEMOCRAT?* Vice Versa? Why did *LIFE* magazine die? Begin to formulate answers to these and other questions when you sign up for Media Survey. Discover the impact of all media on all of us.
And now we return to the regularly scheduled catalog.....
This course is recommended for the student who is in the tenth grade or above and who reads newspapers easily.

GOALS:

The student becomes familiar with the elements of media and recognizes and analyzes their strong points and limitations.

The student studies the effects of media on him and on society.

INTRODUCTION

This course deals with the impact of media on our daily lives and on society in general. Primary emphasis is on television, advertising, and printed media. However, other topics are suggested and should be offered according to the needs and interests of the students. Students who are reading at grade level when they are in grade ten and students who have successfully completed Communications Labs III, IV, or V should find the course interesting and challenging. The course can best be taught if class size is limited to no more than twenty-five students.

The teacher of this course must be prepared to become involved in much individualized instruction. Each teacher should plan well in advance and should have experience with the equipment and materials before he permits students to experiment.

Materials

Code	Title	Use
MW	*THE MEDIA WORKS.* Pflaum/Standard, 1973.	Students, Teacher
WMW	*WORKING WITH THE MEDIA WORKS, (A LOGBOOK),* Pflaum/Standard, 1973.	Students, Teacher
	WHAT'S GOING ON HERE? A Study in Media and Propaganda. EMC Corporation (Series of five filmstrips with records; includes a *TEACHER'S GUIDE* and spirit masters)	Department
	NEWSPAPERS	Department
	PRACTICAL GUIDE TO CLASSROOM MEDIA. Pflaum/Standard, 1973.	Teacher
	FILM IN THE CLASSROOM. Pflaum/Standard, 1971.	Teacher
	COMIX: A HISTORY OF COMIC BOOKS IN AMERICA. Outerbridge and Lazar, 1971.	Teacher
	THE GREAT COMIC BOOK HEROES. Dial Press, Inc.	Students, Teacher
	HOW TO TALK BACK TO YOUR TELEVISION SET. Bantam Book, Inc., 1970.	Students, Teacher
	COPING WITH TELEVISION. McDougal, Littell, and Co., 1973.	Students, Teacher
	ELECTIRC MEDIA. Harcourt, Brace, Jovanovich, Inc., 1974.	Students, Teacher
	PRINT MEDIA. Harcourt, Brace, Jovanovich, Inc., 1974.	Students, Teacher
	OPEN END: A SOURCE BOOK FOR IMPROVISATION. Scholastic Book Services, 1973.	Students, Teacher
	MUSIC AND SOUNDS FOR IMPROVISATION, (RECORD) Scholastic Book Services, 1973.	Department
	VARIETY	Teacher

Equipment

1 (1 16-millimeter Projector per school assigned to Media Survey)

2 Cassette Tape Players per school assigned to Communication Skills Department

1 opaque projector per school assigned to Communication Skills Department

2 Carousel Slide Projectors per school assigned to Communication Skills Department

1 Overhead Projector per school assigned to Communication Skills Department

Other Materials

Please Note: Annual budgetary limitations will determine which items can be supplied.

Videotapes (Each class should have access to either the school's or the district's videotape equipment.)

Recording Tapes Six reels per department. Scotch 111 Reel to Reel 3 3/4 IPS, Capacity--1 1/2 hours.

Film for Diana F Camera--Verichrome Pan 120, Kodak (Cameras in class sets may be borrowed from Audiovisual Services.)

Super 8 Film, Kodachrome 2: (Use outdoors in sunlight or indoors with spotlight.)

Super 8 Camera and Projector per school (Camera and projector may be borrowed from Audiovisual Services.)

Kodak Ektagraphic Visualmaker, 1 per school where Media Survey is being taught (may be borrowed from Audiovisual Services)

Film--Instamatic 126 (Color), 20 exposures 6 rolls per class or Ektachrome or Kodachrome X 126-6 rolls per class

Flash Cubes 10 packages

Scissors 25 pair per class

Clear Contact Paper, 6 yards per class

Slide Mounts---#127 (Superslides), 300 per class

Communication Skills Department Heads will place orders for the above when they order other teaching aids.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I. By establishing a workable definition of media, by realizing their limitations and strongpoints, and by reviewing their history, the student gains insight into the making of media.	MW WMW Supplementary Materials--Daily newspapers *VARIETY* (Trade Publication), and magazines
A. The student defines media.	*WHAT'S GOING ON HERE? A STUDY OF MEDIA AND PROPAGANDA* WMW After reading the introductory cartoons, use activity p. 3. ACTIVITY: Discuss students' definitions of media. Try to establish an "exact" definition in order to illustrate the difficulty of agreeing upon a single definition. Point out the multi-faceted aspects of the term.
B. The student surveys the following forms of media, concentrating on the history, limitations, and strongpoints of each: Newspapers Magazines Advertising Comics (and cartoons) Radio Records Television Movies	MW Chapter 1 WMW p. 3 ACTIVITY: Secure copies of daily and weekly publications. Use them for general reading and for specific assignments. The school library will have copies of daily and weekly newspapers and many magazines. NOTE: If teacher and students will bring magazines from home after their families have read them, the class can fill a magazine table very quickly, keep it stocked, and "share the wealth." ACTIVITY: Students should be asked to distinguish between the methods of delivery used in television and radio through in class examination of the techniques used by TV and radio announcers. Students locate "Top-Ten" record lists from 5,10,15, and 20 years ago.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	Students locate old records, old newspapers, comic books, and magazines and bring them to class. Grandparents may have some. Garage sales, rummage sales, book fairs may have them. Many historical aspects of media can be brought to light by studying old copies of newspapers and magazines. The Shomburg Collection is in every school library and contains much information stored on micro-film. Newspapers will often donate quantities of old newspapers, newsprint, chunks of type that cannot be reused, and information about how the paper is prepared,printed and distributed. MW pp. 33-69. Presents history and aspects as well as functions of media. WMW pp. 22-25
C. The student creates presentations in several media. He uses a wide variety of materials, adapting them to the idea he wishes to convey.	*PRACTICAL GUIDE TO CLASSROOM MEDIA* TELEVISION STATIONS are sources for discarded film commercials, public service announcements, and news "out-takes". Most stations throw away thousands of feet of film and many commercials each week. Station news staffs are too busy to find the time to splice together reels of out-takes (pieces of waste shots or poorly developed film from news programs). Every station can supply pamphlets on the station, advertising rates, air-time rates, and advertising literature on new shows. RADIO STATIONS are the best places to find old radio shows, and often if you supply the tapes, they will make taped copies for school use. Station personnel are ready to supply you with ideas and information. They will supply advertising rates.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	MOVIE THEATRES If you can find an especially cooperative manager you can get special group rates for showings of good films. Theatre often discard advertising packets companies send out on films. These packets include specific information on the film's production, costs, brief biographies of the actors, still photos, and hints for advertising in local papers. These packets are fine too for discovering how films are produced and promoted. (Don't forget the possibility of getting free materials from photography firms.) Suggested Activities: (Students may work in groups or as individuals on projects like these: 1. Production of radio talk show. (Invite a guest from an area radio station.) 2. Production of radio drama from idea, through script-writing, to recording--complete with sound effects. *RECORD: MUSIC AND SOUNDS FOR IMPROVISATION* 3. Where equipment is available, students may want to write and produce short films (using photography or bleaching of previously used film). Students might write and produce TV commercials, quiz shows, or talk shows. These can be video-taped. 4. The class may draw up a prototype of a news maga zine. 5. Several groups of students make filmed or taped studies of events happening in the school. Any good ideas in the classroom? Any outstanding student groups? Play the finished product over the school audio "media system" or have a film festival for all to see and hear during the lunch

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	hour. Or, better yet, talk a local television or radio station into airing students' work. The teacher may contact School and Home, the school system's newspaper if he is interested in a public forum. 6. Create a bulletin board. Staple bits and pieces of film, recording tape, videotape, newsprint, advertisements, pictures, and scribblings about television and radio on your bulletin board against an off-white background and see what happens.
D. The student examines some of the motivation techniques used by advertisers.	TEACHER RESOURCES: BUSINESS AND INDUSTRY: Large concerns often have free films and propaganda materials. All plug the company, but a good many are excellent and have considerable value as springboards for discussion of advertising techniques. F 272-160 *THE BUY LINE* MW Discuss the drawing opposite p. 71 in the text Chapter 3.
E. He studies the casts of media production.	ACTIVITY: Invite guest speakers from local advertising agencies. Invite your local theatre proprietor to your classroom. Ask him to discuss how he obtains films, how much they cost, his criteria for choosing specific films, etc. He has a fascinating story to tell. Make a color transparency from magazine advertisements. First obtain some clear contact paper. Find the ad that fits your needs and remove it from the magazine. Stick the contact paper to the ad and trim the edges. Now soak the whole thing in lukewarm water. The magazine paper will separate from the contact paper, leaving the ink from the advertisement stuck to the back of the clear contact papers. (See slide lift directions; Appendix).

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
II. The student examines the effects of media on the individual and on society. A. The student studies the direct and indirect effects of television on the individual.	The transparency can be treated like any other transparency: mounted and kept or used and discarded. Start a library of ads! MW WMW Chapter 4, p. 37-38 Perhaps the survey on page 38 can be mimeographed and handed out to teachers and students for discussion. Results might be graphed. MW Chapter 5, WMW pp. 39-47 ACTIVITY: To learn something of the technical function of television and radio stations. Most stations are more than happy to show off their equipment--they welcome this chance for good PR for the station. If you can catch them when they are broadcasting network material (and consequently with their own equipment idle), they might put students on their cameras and control panels and help students learn to produce a show! There's no better way for the students to learn how the equipment is used. Don't forget Channel 9. While visiting the station, you may arrange for TV and/or radio personnel to visit your classroom to discuss important aspects of their media. They can give the students insights into the ups and downs of a functioning station and expert information on how powerful an influence the media have on the citizenry. SL 872-802 *MEDIA AND MEANING: HUMAN EXPRESSION AND TECHNOLOGY* Part 1 (Cassette) SL 872-803 *MEDIA AND MEANING: HUMAN EXPRESSION AND TECHNOLOGY* Part 2 (Cassette)

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	WMW ACTIVITY: Have students analyze television commercials, as suggested on p. 42. If not done earlier, students may write and videotape commercials. Parodies of commercials, first written and then taped, might also be interesting. Invite celebrities from different sources of media to come in and explain their role and the role of the media they represent in our society. Secure and use film "out-takes" to analyze the film medium. Give each student about thirty feet of the film. Let students cut it, scratch it, tear it, or splice it, and then project it. There's no more inexpensive way to let them find out for themselves what happens and how long it takes. Be prepared. They may find out things you don't know. Why not play with some film yourself?
B. The student studies how media spread and popularize ideas and attitudes and form or reinforce social values.	MW Chapters 6 & 7 WMW pp. 48-69. ACTIVITY: Discuss how our needs are exploited or fulfilled by the media. Also determine how needs or attitudes are established and imprinted on people's minds. Invite guest speakers from advertising firms.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	ACTIVITY: Discuss the term "hero." Attempt to establish a definition. Establish the presence of latter-day heroes and consider how they came about and were fostered. (Comic book characters may be a good starting point.) Invite someone from one of the comic book collector's organizations in St. Louis to come and speak. Have students establish an original identity and role for a modern hero. MW Chapter 9 WMW pp. 70-76
III. The student becomes aware of the attitudes, both societal and individual, fostered by popular magazines.	ACTIVITY: Discuss how the media create heroes, hero models, and stereotypes. Analyze the advertising in a "slick" magazine and in a "pulp" magazine. Does the type of ad correlate with the image the magazine presents? MW Try to obtain copies of the magazines listed on p. 148. Have students establish to what audience each magazine is directed; rank them from the most sophisticated to the least sophisticated. Students study advertisements in different types of magazines ("slick" to "pulp"), then write and illustrate ads that would fit specific types of magazines. Be sure each student knows why he does what he does in terms of color choice, clothing, word choice, appeal. *F 271-133 *THE CATERPILLAR* SFS 771-428 *MASS MEDIA:: IMPACT ON A NATION* (2 parts) Could also be used for introductory purposes at the beginning of the unit if desired.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
IV. The student becomes aware of how tastes in popular media have changed and predicts directions in which they might continue to change.	MW Chapter 11 ACTIVITY: Obtain and tape old 78's and 45's in a continual sequence in order to form a montage effect of how tastes have changed. (Start at the beginning of recording and move to the present.) It might be effective to tape with narration. Students bring in copies of underground press publications compare to "standard newspapers" in regard to form and audience direction. Students contrast underground comics with "standard" comic books. **BE AWARE OF POSSIBLE CENSORSHIP PROBLEMS. You may want to preview materials students bring to class before using them in a lesson.
V. The student begins to develop appreciation of motion pictures as an art form.	MW pp. 253-257 Discussion of technique *F 371-118 *THE ART OF THE IMPOSSIBLE* *F 367-121 *THE AMERICAN FILM*
A. The student learns basic film terms.	*F 269-185 *BASIC FILM TERMS: A VISUAL DICTIONARY*
B. The student demonstrates his appreciation of the film as an art form by writing prose and form reviews. *NOTE: The prose review is for general reading of the reviewer's such as the type that appears in newspapers or magazines. The form review demonstrates some personal emotional reactions to the film as well as an application of basic film terms.	ACTIVITY: Students study reviews found in newspapers and magazines. They also take note of film reviews on local and network, radio and TV stations. Invite guest speakers like Herb Metz, KSD-TV reviewer and Washington University Instructor, Gentry Trotter, and KMOX-TV film reviewer. Also invite any St. Louis-based columnists who write reviews for the *POST-DISPATCH* or *GLOBE-DEMOCRAT*. Secure and mimeograph reviews of local films that are likely to be viewed by students. Distribute to students. Check TV stations for lists of films that are scheduled in advance. Assign particular films for student reviewing and discussion.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
C. The student learns how films are made.	MW Use of Chapters 12 and 13 will be limited to the teacher's experience and the experiences of the students. If, for example, the teacher has made a film or has been involved with still photography, he may be better equipped to teach these chapters. *F 270-184 *CINEMATOGRAPHY* *F 272-112 *A FILM ABOUT FILM MAKING* *F 272-158 *CONSTRUCTING REALITY: A FILM ON FILM* *F 273-100 *FRAME BY FRAME* *F 273-121 *FILM MAKING TECHNIQUES: OVERVIEW OF 8MM-PRODUCTION* NOTE: As always, the teacher should preview these films before showing them to the class. They are professionally produced and therefore, more technical than student-made films. They furnish an inside view and appreciation of the results of creative film-making. *F 270-156 *OUR ART CLASS MAKES A FILM* *F 272-101 *MOVE* *F 170-154 *GONE WITH THE ANTENNAS* F 170-102 *A HORSE NAMED CINDY*

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	ACTIVITY: Obtain some "out-takes" from a television station and have the students make cartoons on them. Clear the emulsion off the film by soaking it in common bleach, then rinse in lukewarm water. (Wear rubber gloves to protect your hands from the bleach.) The clear film can then be re-used and drawn upon with oil-based felt pens. Students may have fun drawing geometric figures--squares, circles, dots, stars, arrows, etc. If you can find good fine-line pens, students can actually draw stick men to cavort on colored backgrounds. Each student should have a minimum of ten feet of film for this activity. Audiovisual Services can furnish old filmstrip on which cartoons, etc, can be drawn and projected. Give students a "multi-media test." Suggestion for Final Project: Have each student plan and write a script for a ten foot or longer piece of clear 16-millimeter film. Stress care in planning. Then give each student his film and pens and let him produce his masterpiece, patching music or sound to it. The knowledge of film he has acquired in the class will be reflected on the screen. Correspondence of the script and film, as judged by the class, might measure success of each film.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
D. The student investigates the nature of the film medium as a distinctive art form. E. The student learns to develop a set of valid criteria by which to evaluate films.	ACTIVITY: Read and discuss a novel or short story from which a film has been made. Then show the film. Compare the two versions of the story, analyzing ways in which each is superior to the other. Discuss such things as content, ideas presented or suggested, emotional and intellectual effect on viewers, acting, directing, scenery, etc. A sample copy of a film evaluation form and a student film review is appended. Films in the *SHORT STORY SHOWCASE* are included on the audiovisual materials list. Please note that these films are restricted and should be ordered through the department chairman.

Materials available from Audiovisual Services:

Films

*F 271-180 *TV NEWS: MEASURE OF THE MEDIUM*

*F 271-181 *TELEVISION LAND*

F 272-166 *HOLDING THEM SPELLBOUND*

F 272-160 *THE BUY LINE*

*F 271-133 *THE CATERPILLAR* (demonstrates the results of a successful ad campaign.)

*F 371-118 *THE ART OF THE IMPOSSIBLE* (C - 25 min.)
Shows illusion of the "impossible" created by camera, producer/director, or film editor. Illustrations from Downhill Racers, African Queen and others.

*F 367-121 *THE AMERICAN FILM*
Contributions of the American cinema to the arts

*F 269-185 *BASIC FILM TERMS: VISUAL DICTIONARY* (C - 15 min.)
Gives precise, terse, witty, visual examples of the most important film terms.

*F 270-184 *THE CINEMATOGRAPHER*

*F 272-112 *A FILM ABOUT FILM MAKING* (C - 18 min.)
Basic techniques of film making - developing and clarifying an idea into a script and editing. Includes also selection of crew, their responsibilities, and needed equipment.

*F 272-158 *CONSTRUCTING REALITY: A FILM ON FILM*
Demonstrates 5 key elements of film construction necessary to make a 4 - minute segment of film.

*F 273-100 *FRAME BY FRAME*
Defines variety of single frame techniques.

*F 273-121 *FILM MAKING TECHNIQUES: OVERVIEW OF 8 MM. PRODUCTION*

*F 270-156 *OUR ART CLASS MAKES A FILM* (C - 16 min.)
Depicts a junior high school class as it plans and produces a movie.

*F 170-154 *GONE WITH THE ANTENNAS* (C - 5 min.)
A cartoon film by junior high school students. Raises question "What impact has the hypnotic effect of television had on society and man's creative energies."

Materials available from Audiovisual Services

*F 272-101 *MOVE* (C 16 min.)
4 th grade class learning to make sound animated film.

F 170-102 *A HORSE NAMED CINDY* (C - 3 min.)
Original story and art work by second grade class at Clark School.

SHORT STORY SHOWCASE

*F 269-187 *DR. HEIDEGGER'S EXPERIMENT* (C - 22 min.)
Deals with two of Hawthorne's favorite themes: the consequences of tampering with nature and rejecting conventional morality. The "science-fiction" format appeals to students.

*F 169-148 *A DISCUSSION OF DR. HEIDEGGER'S EXPERIMENT* (C - 11 min.)

*F 270-116 *THE LADY, OR THE TIGER?* (C - 16 min.)
Frank Stockton's 1882 classic story is re-set in the space age, preserving all the whimsy and suspense of the original but adding helicopters, sports cars, penthouses, and others.

*F 169-149 *A DISCUSSION OF THE LADY, OR THE TIGER?* (C - 11 min.)

*F 270-118 *THE LOTTERY* (C - 18 min.)
Shirley Jackson's powerful story can be used before or after reading the story or without the story to spark discussion about society and the individual. Previewing is necessary because of startling ending.

*F 170-130 *A DISCUSSION OF THE LOTTERY* (C - 11 min.)

*F 369-111 *MY OLD MAN* (C - 27 min.)
Strong appeal for students; easy to identify with Joe Butler and his conflict between accepting reality and preserving his illusions. Produced in Paris using race track scenes and backgrounds.

*F 169-150 *A DISCUSSION OF MY OLD MAN* (C - 11 min.)

*F 372-111 *THE SECRET SHARER* (C - 30 min.)
Dramatization of Conrad's probing drama of a young sea captain whose inner conflicts pit his conscience against the safety of the ship he commands and the men he leads - precipitated by the "secret sharer" of his cabin.

*F 172-113 *A DISCUSSION OF THE SECRET SHARER* (C - 11 min.)

*F 373-100 *THE CROCODILE* (C - 29 min.)
Dramatization of Dostoyevsky's story. An absurd comic fantasy? A satire on 19th century Russian officials? A pessimistic statement on progressive society? The viewer decides.

SHORT STORY SHOWCASE

*F 173-103 *A DISCUSSION OF THE CROCODILE* (C - 11 min.)
Commentary to help students analyze and interpret this fantasy. Recommend a re-showing of the film after discussion film.

Sound Filmstrips

SFS 771-428 *MASS MEDIA: IMPACT ON A NATION* (2 parts)

*Request must bear signature of Communication Skills Department Head.

SL 872-802 *MEDIA AND MEANING: HUMAN EXPRESSION AND TECHNOLOGY* Part 1 (Cassette)
SL 872-803 *MEDIA AND MEANING: HUMAN EXPRESSION AND TECHNOLOGY* Part 2 (Cassette)

74

FILM EVALUATION SHEET

(Based on work by Professor D.J. Stinson, Loyola University Communication Arts Dept.)

Period_____

Cinema Study_____

Name_____

Date_____

Title_____

I. GENERAL REACTION:_____Very Favorable:_____

Favorable:_____

II. CREATIVENESS: Was the treatment especially imaginative? Original? Different from the ordinary? Provided new insights? New Experiences?

_____Outstanding; _____Very good;

_____Fair; _____Poor.

III. PURPOSE: _____Perfectly clear;

_____Fairly clear; _____Not clear at all.

(If clear to you, state purpose of film)_____

_____

_____

_____

FILM EVALUATION SHEET

A. PHOTOGRAPHY (composition, b & w, color focus, light and shadow, purposeful distortions)

_____Excellent

_____Good

_____Fair

_____ Poor

B. SOUND TRACK (Dialogue_____

(Narration)_____

(Music)_____

(Sound Effects)_____

C. EDITING (variety in shots, pacing, angles, montage, relational, etc.)

_____Excellent

_____Good

_____Fair

_____ Poor

FILM EVALUATION SHEET

IV. SUITED TO THE MEDIUM: Does it do what a film is good at doing? Or should it rather have been a book? A radio show? A stage play? A series or still photographs? A phonograph record? A telephone message?

_____Definitely filmic; _____Fairly filmic;

_____Barely filmic; _____Not filmic.

V. TECHNICAL QUALITIES: (Occassionally, if the film was made under difficult circumstances or unusual conditions, some lapses can be justified in technical aspects.)

VI. EMOTIONAL REACTIONS: (Does the film evoke a response? Enjoyment, empathy, excitement, ency, dismay, alarm, anger, sympathy?)

_____Deep feeling

_____Moderate feeling

_____No feeling

_____Bored and annoyed by film itself

FILM EVALUATION SHEET

D. FILMIC DEVICES (dissolves, superimpositions, slow motion, accelerated motion, freeze frames, time lapse, soft focus, etc.)

_____Beautifully done

_____Used sparingly but good

_____Unnecessary in this film

_____Too obvious "show-off"

APPENDIX: SAMPLE STUDENT FILM REVIEW

The hero of Akira Kurosawa's film *YOJIMBO* is a man who not only acts violently but also succeeds in teaching his methods of making peace to those struggling people he came upon. His brutal actions inspire an increasingly terrible response from the people of a town who are at first comically uneducated in the process of solving their differences through the elimination of any conflicts by simply destroying disgreement. He comes upon a people who have the ability to make war but who are reluctant to do so. He convinces them that slaughter is one easy solution to their difficulties.

One of the techniques which characterize the hero and his violence is loud, hammering, forceful music which always accompanies his purposeful marches. As the film progresses, it became identified with violence itself, which had become the obsession of townspeople as well as of the hero. This transmitting of violence from the hero to the people as expressed by music is most apparent during the encounter at three o' clock when the confrontation between the two factions appears to be on the verge of a decisive engagement. The people were the ones who were about to kill each other, but without the hero to guide them they might never have been bold enough to stage such a battle.

The use of angle shots of the Samurai did more than make him heroic. They did more than establish him as powerful, strong, and towering.

SAMPLE STUDENT FILM REVIEW

They made him all these things in relation to the townspeople. He dominated them. An example of this dominance was the low angle shot making the hero appear to sit high above the converging armies, conveying his responsibility for what is happening. The Samurai is portrayed as a god who is calmly enjoying the merriment of his world below him, a world which he created. The hero's impact on the townspeople is also visualized through the forward tracking shots which are often used to follow his back as he walks on to his next scene of destruction. This technique not only emphasizes his movement and hence his destination, but by focusing on his back, links that destination with his point of origin. This is particularly effective at the end of the film when the sight of his back recalls the place he has left behind, the ruins of a town depopulated by the mutual killing of its citizens.

The Samurai was certainly "successful" in obtaining peace. Through following his example, the town was reunited; no longer did anyone quarrel or threaten. But it must be asked "Is peace an end, a thing of value in itself, or is it a quality to be sought because it increases the value and meaning of life?" If peace is useless without life, the Samurai has failed; he has not been able to build violently anything good; he has merely made its realization impossible. He has constructed a world of tranquility in which no one lives to know that the world has become peaceful. There is a difference between a people living in peace and in their finding peace by being buried in a common grave.

Audiovisual Services available to teachers of Media Survey:

Assistance in the development of materials and selection of equipment

call 865-4550, station 65

Assistance in photography, and the loan of Diana F cameras

call 865-4550, station 63

Assistance in videotaping and used videotapes for practice

call 865-4550, station 63

Loan of equipment

call 865-4550, station 61

Film cannot be processed at the photographic laboratory, Audiovisual Services. Schools in which Media Survey is taught are responsible for developing their film. Any high school which has money and space for a darkroom may call on the school photographer for advice and assistance in the planning.

SERVICES OF SCHOOL PHOTOGRAPHER

The services of the school photographer in the school are available through the following channels:

COMMUNITY RELATIONS DIVISION

If a district administrator wishes a picture of a district event he should contact the Community Relations Division (231-3720, Station 210, 211). If the item can be used in a publication and requires a picture, an appointment will be made by the Community Relations Division with the photographer. There will be NO CHARGE for this service.

AUDIOVISUAL SERVICES

If a principal wishes photographs of an event or activity at his school he should

(a) call the photographer's office (865-4550, Station 63) to check on the availability of a date and time. This call must be made 5 DAYS in advance of the requested date.

(b) send a photographer request form (P-4) to CONFIRM the date to Audiovisual Services, Photographer, 1517 South Theresa, 63104. Dates should be made as soon as possible; the earlier the request the better chance to have it filled.

Charges for this service are:

1. Series of pictures -- one roll (black and white), proof sheet furnished . . . . . $ 2.50
2. 8" x 10" print selected from proof sheet 50
   5" x 7" print selected from proof sheet 25
   4" x 5" print selected from proof sheet 10
3. Slides -- one roll, color 2.50
4. Service charge for photos taken after 4:30 . . . . 25.00
5. 8th grade class groups in elementary schools are made by special arrangements in the spring of each year.

If a district administrator, principal, or teacher wishes to use the photographer's services for a special project (slides or picture sets, videotaping, etc.) he should make a written request stating the purpose of the project, time involved, dates and materials needed. The request should be signed by the district superintendent and submitted to the director of Audiovisual Services. An evaluation of the project and a cost analysis will be made, and if approved, arrangements for the project will be scheduled.

The services of the photographer are available for copy work (slides, enlargements, etc.) in the photographic lab. They may also be requested on Form P-4.

REQUEST FOR SERVICES OF SCHOOL PHOTOGRAPHER

I. IN A SCHOOL

Type of picture: group_____ individual_____ classroom_____

indoor_____ outdoor_____

black/white prints_____ color slides_____

Approximate number of pictures to be taken_____

Date and time of appointment_____
(made by telephone 5 days previous)

* * * * * * * * * * * *

II. IN THE PHOTOGRAPHIC LAB

Copy Work:	Slides (black/white)	5¢ each	_____
(check one)	Slides (color)	30¢ each	_____
	Enlarged black/white print, mounted		
	8"x10"	75¢	_____
	11"x14"	$1.00	_____
	16"x20"	$1.25	_____

83

Finished date for work will depend on work load in lab; finished work will be sent on Audiovisual truck unless otherwise specified.

School_____ Date_____

Requested by_____

_____
Principal

Audiovisual Services
1974
Form P-4

"LIFTING" SLIDES

(From Pages of Newspapers and Magazines)

Materials:

Magazines using clay-coated paper

To test for clay-coated paper - wet finger, rub on magazine page; if white smudges rub off on finger, paper is clay-coated.
Examples: EBONY, NATIONAL GEOGRAPHIC, NEWSWEEK, TIME

Newspapers

Transparency material with adhesive backing

Clear contact paper (hardware or department stores at 49 cents per yard), or 2" cellophane tape.

Slide mounts to hold slides

#127 (superslides) - Stanley Photo - $15.00/100

Clear or color acetate

Clear acetate - warehouse - #01377, 25/pkg. (2 pkgs. - 1 year)
Color acetate - 3M - assorted colors, 100 sheets, $35

Electric Iron, Scissors, 2 pans, detergent

Process:

1. Place pattern over selected picture to determine exact picture area. Use inside dimensions of slide mount as pattern.
2. Cut contact paper to pattern size, remove the backing, not touching the adhesive backing except on the edges.
3. Carefully place the adhesive side down on the picture without creasing.
4. Rub the picture hard - this is the actual "lift" to the adhesive.
5. Place picture in warm water with detergent, soak 5/10 minutes.
6. Remove picture from pan; peel or wash off the paper.
7. Wash in clear water to remove clay residue (milky look). Allow to dry.
8. Cover sticky side (picture) with clear acetate (if color lift); or color acetate (if black and white lift).
9. Place in mount, tack edges with iron or seal with scotch tape.

84

CAUTIONS

There's no second chance with the picture once the contact paper is down - that's it! It cannot be moved.

Too-dark a picture will not lift off well.

Keep fingers off adhesive side of contact - finger prints and smudges show.

Press edges of mount only with hot iron.

YEAR COURSE: 05521-05522

SHOW BUSINESS! TRADITIONAL AND EXPERIMENTAL THEATER

An in-depth course in theater, emphasizing performance and encompassing theater background, vocal characterization, the art of pantomime, improvisation, advanced acting, voice and diction, scenes from modern and classical plays, full-length plays, fundamentals of play production - including performance - and experimental dramatic activities for the stage - including musicals - radio, television, and motion pictures.

82

SEMESTER COURSE: 05500

ON STAGE! INTRODUCTION TO THE DRAMATIC ARTS

An exploration of the various forms of the dramatics arts, including pantomime, voice characterization, improvisation, scenes from modern plays, one-act plays, theater background, and elementary techniques of acting and production for the stage, radio, television, and motion pictures.

DRAMATICS

PHILOSOPHY

All the world's a stage! With this idea in mind, the dramatics curriculum has been designed to provide activities that can meet the needs, interests, and abilities of each of the secondary students of the St. Louis Public Schools - grades 9 through 12. There are no prerequisites. The study of the dramatic arts crosses, includes, and arguments many disciplines. Emphasis in dramatics is on student performance.

ADMINISTRATIVE REQUIREMENTS

Facilities and equipment within the high schools vary greatly. Dramatics classes should meet in a room or classroom area designed and equipped for dramatics. The dramatics room should include a studio stage, cassette recorder, record player, movie screen, and a piano. Only dramatics classes or classes of dramatics teachers should meet in the room.

83

GOALS FOR THE FUTURE

The Dramatics curriculum will eventually be expanded to include such courses as:

Stagecraft
History and Criticism of the Theater
Movie Making
Musical Theater
Educational and Professional Television

OBJECTIVES FOR DRAMATICS STUDENTS

These dramatics courses are designed to enable the student:

To enjoy the class activities in which he participates and which he observes

To appreciate the artistry and craftsmanship of both writers and performers

To understand drama as a literary form

To participate in a wide range of dramatic activities

To demonstrate the ability to use his imagination creatively

To demonstrate the effective use of voice, body, and language

To learn by doing

To work cooperatively and responsibly with his peers and his teacher

To enrich his personal growth and development

To improve his self-concept

To evaluate and critize the performance of his peers' presentations and of amateur and professional presentations

To understand the genesis of theater as a basic need of man

To understand human feelings and their part in the evolution of man's history

To provide insight into himself and others

To create or interpret a character that exists in a world vastly different from his own

NOTES TO THE TEACHER OF DRAMATICS

The learning experiences and materials listed in this guide are suggestions, intended to provide latitude and to allow and help the teacher use his discretion and imagination as he adapts the course outline to the needs, interests, and abilities of his students.

Additional learning experiences might include (1) field trips to amateur and professional stage performances, (2) visits to television and radio studios, (3) assignments to view worthwhile and suitable films, (4) visits from guest speakers and performers, and (5) performances by the teacher.

The student should be encouraged to make oral and written play reports and analyses, but it is more important that the student perform before an audience many times during the course.

Teachers will, of course, use various types of audiovisual equipment, some of which are supplied by the school's audiovisual department. Especially useful to dramatics classes are:

1. Video-tape camera and playback equipment
2. Film projectors, both 8mm. and 16.mm
3. 35 mm. still cameras
4. Slide projectors
5. Super 8 mm. and 16 mm. cameras
6. Instamatic-type still cameras

Suggested Printed Materials:

THE STAGE AND THE SCHOOL, 4th Edition, Katharine Anne Ommanney and Harry Schanker. McGraw-Hill Book Co., 1972. 1 per pupil.

SCOPE PLAY SERIES, SEVEN ANTHOLOGIES FOR THE CLASSROOM, SERIES I AND II. Scholastic Magazines, Inc., 1971. 10 of each per teacher.

Series I: TWELVE ANGRY MEN AND OTHER PLAYS

NO TIME FOR SERGEANTS AND OTHER PLAYS

REQUIEM FOR A HEAVYWEIGHT AND OTHER PLAYS

APPALACHIAN AUTUMN AND OTHER PLAYS

Series II: DINO AND OTHER PLAYS

TEACHER, TEACHER AND OTHER PLAYS

THE WINNER AND OTHER PLAYS

32 SCENES FOR ACTING PRACTICE, Samuel Elkind, Editor. Scott, Foresman, and Co., 1972. 1 per pupil.

30 SCENES FOR ACTING PRACTICE, Samuel Elkind, Editor. Scott, Foresman, and Co., 1972. 1 per pupil.

DRAMATIC COMEDY, Harry Schanker, Editor. McGraw-Hill Book Co., 1973. 10 per teacher.

DRAMATIC TRAGEDY, William McAvoy, Editor. McGraw-Hill Book Co., 1971. 10 per teacher.

RADIO, TELEVISION, AND FILM IN THE SECONDARY SCHOOL, The Michigan Speech Association. National Textbook Co., 1973. 1 per teacher

SHOW BUSINESS! TRADITIONAL AND EXPERIMENTAL THEATER (Year-Length Course) 05521-05522

THE ART OF THEATRICAL MAKEUP FOR STAGE AND SCREEN, Michael Westmore. McGraw-Hill Book Co., 1973. 1 per teacher.

BASIC DRAMA PROJECTS, 2ND EDITION, Fran Averett Tanner. Clark Publishing Co., 1972. 1 per teacher.

DRAMATIC ARTS IN THE SECONDARY SCHOOL, The Michigan Speech Association. National Textbook Co., 1972. 1 per teacher.

IMPROVISATION FOR THE THEATER, Viola Spolin. Northwestern University Press, 1970. 1 per teacher.

SPEECH AND DRAMA IN THE INTERMEDIATE SCHOOL, The Michigan Speech Association National Textbook Co., 1972. 1 per teacher.

87

SHOW BUSINESS! TRADITIONAL AND EXPERIMENTAL THEATER (Year-Length Course) 05521-05522

LEARNING GOALS AND EXPERIENCES	SUGGESTED MATERIALS
I. The student learns about the background of the theatres.	The Stage and the School See Supplementary Materials F 370-126 Walter Kerr on Theatre F 260-133 Shakepeare's Theatre F 355-108 William Shakespeare F 359-110 Humanities: The Theatre-One of the Humanities
II. The student learns and practices the fundamentals of acting.	The Stage and the School Improvisation for the Theater
III. The student engages in the art of pantomime.	The Stage and the School
IV. The student applies the principles of voice and diction.	The Stage and the School F 149-118 Your Voice

SHOW BUSINESS! TRADITIONAL AND EXPERIMENTAL THEATER (Year-Length Course) 05521-05522

LEARNING GOALS AND EXPERIENCES	SUGGESTED MATERIALS
V. The student participates in the performance and production of scenes from modern and classical plays and performance and production of full-length and/or one-act plays.	The Stage and the School 32 Scenes for Acting Practice 30 Scenes for Acting Practice The Art of Theatrical Makeup for Stage and Screen Dramatic Arts in the Secondary School Dramatic Tragedy Dramatic Comedy Basic Drama Projects See Supplementary See Films listed under Suggested Materials for Theater Background
VI. The student engages in the performance, writing, and production of experimental dramatic activities for the stage (including musicals), radio, television, and motion pictures.	Radio, Television, and Film in the Secondary School *F 272-112 A Film About Film Making *F 269-185 Basic Film Terms: Visual Dictionary *F 273-121 Filmmaking Technique: Overview of 8mm Production *Request must bear signature of the Communication Skills Department Head

Suggested Printed Materials:

ON STAGE, EVERYONE, Grace Barnes and Mary Jean Sutcliffe. The Macmillan Co., 1961. 1 per pupil.

SCOPE PLAY SERIES, SEVEN ANTHOLOGIES FOR THE CLASSROOM, SERIES I AND II. Scholastic Magazines, Inc., 1971. 10 of each per teacher.

Series I: TWELVE ANGRY MEN AND OTHER PLAYS

NO TIME FOR SERGEANTS AND OTHER PLAYS

REQUIEM FOR A HEAVYWEIGHT AND OTHER PLAYS

APPALACHIAN AUTUMN AND OTHER PLAYS

Series II: DINO AND OTHER PLAYS

TEACHER, TEACHER AND OTHER PLAYS

THE WINNER AND OTHER PLAYS

28 SCENES FOR ACTING PRACTICE, Samuel Elkind, Editor. Scott, Foresman and Co., 1972. 1 per pupil.

THEMES IN THE ONE-ACT PLAY, R. David Cox and Shirley Cox. McGraw-Hill Book Co., 1971. 10 per teacher.

RADIO, TELEVISION, AND FILM IN THE SECONDARY SCHOOL, The Michigan Speech Association. National Textbook Co., 1972. 1 per teacher.

THE ART OF THEATRICAL MAKEUP FOR STAGE AND SCREEN, Michael Westmore. McGraw-Hill Book Co., 1973. 1 per teacher.

BASIC DRAMA PROJECTS, 2nd Edition, Fran Averett Tanner. Clark Publishing Co. 1 per teacher.

DRAMATIC ARTS IN THE SECONDARY SCHOOL, The Michigan Speech Association. National Textbook Co., 1972. 1 per teacher.

IMPROVISATION FOR THE THEATER, Viola Spolin. Northwestern University Press, 1970. 1 per teacher.

SPEECH AND DRAMA IN THE INTERMEDIATE SCHOOL, The Michigan Speech Association. National Textbook Co., 1972. 1 per teacher.

ON STAGE! INTRODUCTION TO THE DRAMATIC ARTS (Semester-Length Course) 05500

LEARNING GOALS AND EXPERIENCES	SUGGESTED MATERIALS
I. The student practices pantomime.	ON STAGE, EVERYONE
II. The student develop and performs improvisations.	ON STAGE, EVERYONE Improvisation for the Theater
III. The student learns to use stage voice and diction.	On Stage, Everyone F 149-118 Your Voice
IV. The student learns about the background of the theatre.	On Stage, Everyone Pertinent films and materials from the Supplementary List
V. The student develops and applies elementary techniques of acting.	Radio, Television, and Film in the Secondary School
VI. The student studies methods of production for the stage, radio, television, and motion pictures.	*F 272-112 A Film About Film Making *F 269-185 Basic Film Terms: Visual Dictionary *F 270-184 The Cinematographer

VII. The student participates in the performance and production of scenes from modern plays.	On Stage, Everyone 28 Scenes for Acting Practice
VIII. The student participates in the performance and production of one-act plays.	Themes in the One-Act Play The Art of Theatrical Makeup for Stage and Screen Dramatic Arts in the Secondary School Basic Drama Projects F 370-126 Walter Kerr on Theatre F 359-110 Humanities: The Theatre-One of the Humanities F 169-103 Raisin in the Sun

92

Supplementary Materials:

Films

F 257-112	*JULIUS CAESAR, ACT IV, SCENE III*
F 169-103	*RAISIN IN THE SUN*
F 257-101	*ANTHONY AND CLEOPATRA, ACT III, SCENE XIII*
F 257-113	*MACBETH, ACT II, SCENE II*
F 359-104	*HAMLET, THE AGE OF ELIZABETH*
F 359-105	*HAMLET, WHAT HAPPENS IN HAMLET*
F 359-106	*HAMLET, THE POISONED KINGDOM*
F 359-107	*HAMLET, THE READINESS IS ALL*
F 359-111	*HUMANITIES: OUR TOWN AND OUR UNIVERSE*
F 359-112	*HUMANITIES: OUR TOWN AND OURSELVES*
F 359-121	*OEDIPUS, REX: THE AGE OF SOPHOCLES*
F 359-122	*OEDIPUS, REX: THE CHARACTER OF OEDIPUS*
F 364-111	*MACBETH: THE THEMES OF MACBETH*
F 363-106	*ATHENS: THE GOLDEN AGE*
F 371-116	*GREEKS IN SEARCH OF MEANING*
F 372-113	*GREAT MYTHS II: MYTHS AS SCIENCE, RELIGION, AND DRAMA*
F 359-110	*HUMANITIES: THE THEATRE - ONE OF THE HUMANITIES*
F 370-126	*WALTER KERR ON THEATRE*
F 260-133	*SHAKEPEARE'S THEATRE*
F 355-108	*WILLIAM SHAKESPEARE*
F 149-118	*YOUR VOICE*
*F 272-112	*A FILM ABOUT FILM MAKING*

Films

*F 269-185	*BASIC FILM TERMS: VISUAL DICTIONARY*
*F 273-121	*FILMMAKING TECHNIQUE: OVERVIEW OF 8mm PRODUCTION*
*F 270-184	*THE CINEMATOGRAPHER*
F 372-119	*STANISLAVSKY: MAKER OF THE MODERN THEATRE*
F 169-161	*STAGE FRIGHT*

Filmstrips

FS 665-194	*SPECIAL TECHNIQUES (BASIC TECHNIQUES OF SCENERY PAINTING)*
FS 662-208	*SPECIAL TYPES OF SETTINGS*
FS 666-145	*GENERAL ORGANIZATION OF SCRIPT*

Sound Filmstrips

SFS 768-424	*DAILY LIFE IN ELIZABETHAN ENGLAND*
SFS 772-704	*CASTING AND DESIGNING*
SFS 772-702	*WHAT IS DRAMA?*
SFS 772-703	*CHOOSING THE PLAY*
SFS 772-705	*REHEARSING, BLOCKING, ACTING TECHNIQUES*
SFS 772-707	*TECHNICAL AND DRESS REHEARSALS: OPENING NIGHT*
SFS 772-706	*PRODUCTION GROWS, THE: PROMOTION AND TICKET SALES*
SFS 772-702	*THEATER: A LIVING ART*

***Request must bear signature of the Communication Skills Department Head**

S4

Communication Skills – Grades Nine and Ten

Communications Labs

Literature Electives

Reading

Writing

COMMUNICATION SKILLS

Production Committee

Mary Alles
Phyllis Bernstein
Jo Ann Black
Marcella Carroll
Harold T. Conley, Jr.
James Economon
Maridoris Mallon
Ellen McCaffrey
George McKee
Louise Mitchell
Aralean Slaughter
Theary Warren

COMPETENCY REQUIREMENT -- COMMUNICATION SKILLS

All students will be required to complete three (3) units of Communication Skills to graduate. If you enter high school deficient in Communication Skills, as evidenced by an ITBS Reading Average of 7.6 or below, you will be required to take one (1) unit of skills-focused Communication Skills courses during the ninth grade. Courses to meet this requirement may be selected from among Communications Labs 1, 2, 3 and/or Reading Improvement 1, 2, in any combination.

If you score below 7.4, ITBS Reading Average, you are urged to select Reading Improvement 1 and 2 as your required basic Communication Skills course in Grade 9. Any combination of Reading Improvement 1 and 2 and Communications Labs 1, 2, or 3 would also help you meet your requirement and prepare for future electives in the Communication Skills.

If, after completing this first required unit, you still have an ITBS Reading Average of 7.6 or below (ITBS administered near the end of the ninth grade), you will be required to complete a second unit from the skills-focused courses at some time prior to graduation. (The assignment of students with ITBS Reading Averages between 7.4 and 7.6 inclusive will be subject to teacher/principal/counselor recommendations.)

Your second unit of skills-focused Communication Skills courses shall be selected from among:

Communications Labs 1, 2, 3
Survey of Oral Communication
Reading Improvement 1, 2
Write Now 1
Dramatics courses
Literature courses appropriate for your reading level

Communications Labs 1 — 5

COMMUNICATIONS LABS 1 - 5

05201 Communications Lab 1

05202 Communications Lab 2

05203 Communications Lab 3

05204 Communications Lab 4

05205 Communications Lab 5

COURSE DESCRIPTION

This course is designed for the student who has an approximate reading score of 6.0 or below on the ITBS and who needs help with basic communication skills. He will get a basic course in reading, writing, speaking, and listening. Records, newspapers, Scope magazine, and other exciting media will be used with the text in order to improve communications ability and provide a stimulating learning experience.

NOTE:

The textbooks and materials selected for this course contain a variety of activities which can be used to reach each of the specified goals. This is especially true of the material found before and after each reading selection in *VOICES IN LITERATURE 1*. The teacher can easily use these text activities to help students attain course goals. Materials and activities mentioned are particularly applicable to specific goal areas.

GOALS:

The student acquires needed basic reading skills and improves his ability to use these skills.

The student develops basic sentence writing skills.

Texts and Materials

Code	Title	Use
VIL-A	*VOICES IN LITERATURE, LANGUAGE AND COMPOSITION A*, Ginn and Co., 1972.	Students, Teacher
VILMW-A	*MEDIA WORKSHEETS FOR VOICES A*, Ginn and Co., 1974.	Students, Teacher
VILTN-A	*VOICES IN LITERATURE, LANGUAGE AND COMPOSITION A, TEACHER'S NOTEBOOK*, Ginn and Co., 1972.	Teacher
VILT-A	*VOICES IN LITERATURE, LANGUAGE AND COMPOSITION A, TRANSPARENCIES*	Department
VILR-A	*VOICES IN LITERATURE, LANGUAGE AND COMPOSITION A, RECORDS*	Department
VILMG-A	*VOICES IN LITERATURE, LANGUAGE AND COMPOSITION A, MEDIA GUIDE,*	Department
GIT	*GETTING IT TOGETHER, LEVELS 1,2, and 3 SRA*, 1973.	Students, Teacher
GITRB	*STUDENT RESOURCE BOOK, GETTING IT TOGETHER, SRA*, 1973.	Students
GITTG	*GETTING IT TOGETHER TEACHER'S GUIDE, SRA*, 1973.	Teacher
LM-1	*THE LANGUAGE OF MAN 1*, McDougal, Littel and Co., 1972.	Students, Teacher
LMTM-1	*THE LANGUAGE OF MAN 1, TEACHER'S MANUAL*, McDougal, Littel and Co. 1973.	Teacher
JF	*JOBS IN YOUR FUTURE, SCOPE JOB SKILLS 1*, Scholastic Book Services, 1973.	Students, Teacher
JFT	*JOBS IN YOUR FUTURE TEACHING GUIDE*, Scholastic Book Services, 1973.	Teacher
LDSTG	*LEARNING DISCUSSION SKILLS THROUGH GAMES*, Citation Press, 1969.	Teacher
SRL	*SPRINGBOARDS READING LAB I*, Noble and Noble, 1974.	Department
SRL	*SPRINGBOARDS READING LAB II*, Noble and Noble, 1974.	Department
WNSD	*WEBSTER'S NEW STUDENT DICTIONARY*	Class set
NSP	*NEWSPAPERS*	Department
S	*SCOPE MAGAZINE*, Scholastic Book Services.	Department

100

Code	Title	Department

SCOPE VISUALS 1-16, SCHOLASTIC BOOK SERVICES.

SV-1	*SCOPE VISUALS 1*, 1969.	*READING SKILLS*
SV-2	*SCOPE VISUALS 2*, 1969.	*VOCABULARY BUILDING*
SV-3	*SCOPE VISUALS 3*, 1969.	*OBSERVATION SKILLS*
SV-4	*SCOPE VISUALS 4*, 1969.	*DETERMINING SEQUENCE*
SV-5	*SCOPE VISUALS 5*, 1969.	*REASONING SKILLS*
SV-6	*SCOPE VISUALS 6*, 1970.	*VOWEL CROSSWORDS*
SV-7	*SCOPE VISUALS 7*, 1970.	*CONSONANT CROSSWORDS*
SV-8	*SCOPE VISUALS 8*, 1970.	*CROSSWORDS LANGUAGE USAGE*
SV-9	*SCOPE VISUALS 9*, 1971.	*WORD ATTACK*
SV-10	*SCOPE VISUALS 10*, 1971.	*WORD POWER*
SV-11	*SCOPE VISUALS 11*, 1972.	*WORD MEANING THROUGH CONTEXT*
SV-12	*SCOPE VISUALS 12*, 1972.	*PUZZLE-CROSTICS*
SV-13	*SCOPE VISUALS 13*, 1973.	*GETTING APPLICATIONS RIGHT*
SV-14	*SCOPE VISUALS 14*, 1973.	*BUILDING READING SKILLS*
SV-15	*SCOPE VISUALS 15*, 1973.	*FIGURATIVE LANGUAGE*
SV-16	*SCOPE VISUALS 16*, 1973.	*CAREER CROSSWORDS*

101

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I. LISTENING-The student listens to his peers and to others in a cooperative, respectful manner in formal and informal situations.	
A. The student listens and responds appropriately while using the telephone, role playing, playing games, listening to tapes, making introductions and conducting interviews.	LM-1 Role playing, p. 35
B. The student listens to receive and follow instructions from responding sources (people) and non-responding sources (P.A. systems, tapes, machines, records, etc.)	VILMG-A Recommended uses of records in the package. VILR-A
C. The student participates in large and small group discussions.	LDSTG
D. The student listens to develop appreciation for the sounds of prose, poetry, music, and drama.	VILMG-A
E. The student listens to gain information, to identify main ideas, and to gather supporting details.	

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
II. READING-The student acquires needed basic reading skills; he improves his ability to use these skills.	
A. He develops word-attack skills. He learns to use phonetic analysis (vowel-consonart patterns) and structural analysis (syllabication), if he needs these skills.	SV-9 GIT GITRB
B. He uses various methods, such as spelling practice, word puzzles, and dictionary reference, to enlarge his speaking, writing, and reading vocabulary.	SV-2 *VOCABULARY BUILDING* SV-7 *CONSONANT CROSSWORDS* SV-6 *VOWEL CROSSWORDS* WNSD
C. He reads for comprehension of main ideas and grasp of important supporting details.	GIT GITRB SV-1 *READING SKILLS* SV-14 *BUILDING READING SKILLS* SRL
D. He improves his study skills and develops basic methods of research by learning to use the library.	ACTIVITY: Use library resources: card catalog, *READER'S GUIDE TO PERIODICAL LITERATURE*, encyclopedias, other reference material.
E. He reads for enjoyment and for information. He begins to develop literary taste.	The teacher may choose to use one of the student book clubs which the Xerox Corporation and Scholastic Book Services operate. They offer a variety of reading materials that interest students and encourage them to read.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
III. WRITING-The student develops basic sentence-writing skills.	
A. He writes coherent, correct sentences. He reviews the basic grammar that he needs.	VILTN-A *GUIDEBOOK SECTION* SFS 773-407 *WHAT IS A SENTENCE? SUBJECTS AND PREDICATES.* SFS 773-408 *WHAT IS A NOUN? WHAT IS A VERB?* SFS 773-409 *SUBJECT AND PREDICATE AGREEMENT--ADJECTIVES AND ADVERBS*
B. He develops appropriate uses of language for both formal and informal situations.	SV-13 JF VILTN-A *GUIDEBOOK SECTION*
IV. SPEAKING-The student becomes aware of his ability to communicate appropriately-verbally and non-verbally.	
A. He communicates in a formal manner by giving oral reports, by practicing for job interviews, by making introductions, and by participating in discussions.	LDSTG JF SFS 770-559 *HOW IS IT THAT AN ENGLISHMAN SPEAKS ENGLISH?*
B. He communicates in an informal manner by participating in conversations, by role playing, by giving directions, and by giving explanations.	LM-1 pp. 35, for role playing ideas. SFS 770-558 *THE AMERICAN LANGUAGE, OR WHEN THE KING'S ENGLISH CAME TO AMERICA.*

104

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
V. MEDIA-The student becomes familiar with the many forms of media.	
A. The student makes and responds to posters, photographs, drawings, and transparencies.	VILMG-A Recommended uses of transparencies, records, and other pertinent material.
B. The student uses and understands magazines and newspapers-both educational and commercial.	SV-10 SV-11 SV-12 Teacher might also use newspaper crossword puzzles.
C. The student listens to and views a variety of audiovisual materials - (films, filmstrips, television, videotape, records, tapes, radio, etc. - and comprehends the ideas presented.	S LM-1 "Coping With Television," p. 119

Materials Available from Audiovisual Services

Films

F 173-115	*THE ENGLISH LANGUAGE: PATTERNS OF USAGE*
F 272-170	*GET THE MESSAGE*
F 272-167	*ENGLISH ON THE JOB: LISTENING AND SPEAKING SKILLS*
F 272-163	*THE ENGLISH LANGUAGE: ITS SPELLING PATTERNS*
F 272-165	*CHOOSING BOOKS TO READ*
F 272-176	*THE SPECIFIC IS TERRIFIC*
F 270-183	*REPORTING AND EXPLAINING*
F 271-180	*TV NEWS: MEASURE OF THE MEDIUM*
F 271-181	*TELEVISION LAND*
F 359-100	*ALPHABET CONSPIRACY, PART 1*
F 359-101	*ALPHABET CONSPIRACY, PART 2*

Sound Filmstrips

SFS 773-407	*WHAT IS A SENTENCE? SUBJECTS AND PREDICATES*
SFS 773-408	*WHAT IS A NOUN? WHAT IS A VERB?*
SFS 773-409	*SUBJECT AND PREDICATE AGREEMENT--ADJECTIVES AND ADVERBS*
SFS 770-558	*THE AMERICAN LANGUAGE, OR WHEN THE KING'S ENGLISH CAME TO AMERICA*
SFS 770-559	*HOW IS IT THAT AN ENGLISHMAN SPEAKS ENGLISH?*
SFS 770-560	*LANGUAGE AND ITS MYSTERIES*
SFS 770-561	*LANGUAGES ARE BRON...SOMETIMES THEY DIE*
SFS 770-562	*WHAT AGE HAS DONE TO ENGLISH*
SFS 773-720	*INTRODUCTION TO SYLLABLES--WORKING WITH SYLLABLES*
SFS 773-721	*PREFIXES AND SUFFIXES--COMPOUND WORDS AND PLURALS*

Sound Filmstrips

SFS 773-722 *SYNONYMS AND ANTONYMS--PUTTING IT ALL TOGETHER*
SFS 773-442 *SEMANTICS-LANGUAGE AND BEHAVIOR*

Linguistic Backgrounds of English Group I Series

SFS 767-442 *GEOGRAPHY OF LANGUAGE*
SFS 767-443 *HOW ENGLISH TRAVELED OVERSEAS*
SFS 767-444 *INTERESTING FACTS ABOUT YOUR LANGUAGE*
SFS 767-445 *OUR CHANGING LANGUAGE*
SFS 767-446 *WHAT'S IN A NAME*
SFS 767-447 *WORDS COME TO LIFE*

Slides

SL 872-802 *MEDIA AND MEANING: HUMAN EXPRESSION AND TECHNOLOGY PART 1*
SL 872-803 *MEDIA AND MEANING: HUMAN EXPRESSION AND TECHNOLOGY PART 2*

107

COURSE DESCRIPTION

Students reading below 8.0 or who have completed Communications Lab 1 may improve and refine their skills at a comfortably easy pace. The class will read from a collection of short stories and enjoy related activities and *SCOPE* magazine.

GOALS:

The student refines and improves his basic communication skills: listening, writing, speaking, and reading.

The student learns to communicate effectively in formal and informal situations.

The student becomes familiar with and explores media as means of communication.

Texts and Materials:

Code	Title	Use
VIL-B	*VOICES IN LITERATURE, LANGUAGE AND COMPOSITION B*, Ginn and Co., 1974.	Students, Teacher
VILTN-B	*VOICES IN LITERATURE, LANGUAGE AND COMPOSITION B, TEACHER'S NOTEBOOK*, Ginn and Co., 1974.	Teacher
VILMW-B	*VOICES IN LITERATURE, LANGUAGE AND COMPOSITION B, MEDIA WORKSHEETS*, Ginn and Co., 1974.	Students, Teacher
VILT-B	*VOICES IN LITERATURE, LANGUAGE AND COMPOSITION B, TRANSPARENCIES*, Ginn and Co., 1974.	Teacher
VILR-B	*VOICES IN LITERATURE, LANGUAGE AND COMPOSITION B, RECORDS*, Ginn and Co., 1974.	Teacher
VILMG-B	*VOICES IN LITERATURE, LANGUAGE AND COMPOSITION B, MEDIA GUIDE*, Ginn and Co., 1974.	Teacher
LM-2	*THE LANGUAGE OF MAN 2*, McDougal, Littell, and Co., 1974.	Students, Teacher
LMTM-2	*LANGUAGE OF MAN 2, TEACHER'S MANUAL*, McDougal, Littell, and Co., 1974.	Teacher
WT-A	*THE WRITE THING A*, Houghton, Mifflin and Co., 1974.	Classroom Kit
S	*SCOPE MAGAZINE*, Scholastic Book Services, 1974.	Students, Teacher
TWB	*TODAY: A TEXT WORKBOOK FOR LANGUAGE AND COMPOSITION B*, Webster Division McGraw Hill Book Co., 1971.	Students, Teacher
TWBTE	*TODAY: A TEXT WORKBOOK FOR LANGUAGE AND COMPOSITION B, TEACHER'S EDITION* McGraw Hill Book Co., 1971.	Teacher
RFU-JR.	*READING FOR UNDERSTANDING, JUNIOR EDITION*, Science Research Associates, 1972.	Classroom Kit

COMMUNICATIONS LAB 2

05202

Texts and Materials:

Code	Title	Use
INTAC-3	*INTERACTION ACTIVITY CARDS, LEVEL 3*, Houghton Mifflin Co., 1973.	Department Set
INTAC-4	*INTERACTION ACTIVITY CARDS, LEVEL 4*, Houghton Mifflin Co., 1973.	Department Set
WSD	*WEBSTER'S STUDENT DICTIONARY*	Class Set

110

GOALS AND OBJECTIVES	ACTIVITIES AND MATERIALS
I. The student improves his listening skills through various listening activities. A. LISTENING: He listens in a courteous manner.	F 272-170 *GET THE MESSAGE* VILR-B LM-2 p. 28--identifying different sounds. Activity: As a listening activity the teacher could use the library cassettes on *HUMORISTS* or have the students bring in comedy albums which he had approved. VILR-B Record 2, Side B, Band 2, "Who's There" -- listening for sound effects. Activity: Students could make tapes of various sounds (door closing, water running, etc.) and have students identify the sounds.
B. He listens for meaning and interpretation as an aid to formation of opinions based on facts.	Prepare oral class reports and participate in class discussions. F 270-183 *REPORTING AND EXPLAINING* VILR-B Record 3, Side B, "Interview with an Ex-Heroin Addict" VILR-B Record 4, Side A, Band 4, "Conversation on British and American Nomenclature" Note: Some stories in VIL-B are on VILR-B. The teacher might want students to listen without following along in the textbook as a listening and interpretation activity. Discussion might follow. A check of both listening and interpretation could be based on a follow-up reading of the story.

111

GOALS AND OBJECTIVES	ACTIVITIES AND MATERIALS
II. SPEAKING--The student develops and explores the uses of his verbal and nonverbal communication skills in a variety of situations.	
A. He speaks in formal and informal situations.	F 269-198 *COMMUNICATION BY VOICE AND ACTION* LM-2 "The Story of Language," p. 113-136 TWB Activities 2-6, pp. 3-12 Activities 34-40, pp. 67-80 VIL-B pp. 186-187 F 270-183 *REPORTING AND EXPLAINING* NOTE: Many of the selections in VIL-B provide ample ideas for role playing of formal and informal situations. Cassette *CURSE OF CONVERSATION* (See AV list) SFS 770-558 *THE AMERICAN LANGUAGE, OR WHEN THE KING'S ENGLISH CAME TO AMERICA*
B. He explores the nature and use of nonverbal communication: Body Language Tone Visual Report	VIL-B "Pantomimes and Charades," p. 4 Practice 6, #4, p.9 pp. 35-38 "Karomenya," p. 39 LM-2 p. 45 VIL-B Practice 5, p. 315
III. READING--The student identifies his weaknesses and concentrates on eliminating them by practicing reading skills especially comprehension.	

112

GOALS AND OBJECTIVES	ACTIVITIES AND MATERIALS
A. He concentrates on eliminating his reading weaknesses.	RFU-JR Students should be scheduled for individual work with the kit.
B. He builds his vocabulary and improves his spelling.	TWB Activities 7-10., pp. 13-22 VIL-B pp. 276-277 Password game S Crossword puzzles and word games Spelling: TWB Activity 64, p. 127 VIL-B pp. 175-178 Activity: Students divide into small groups and see which group can compile the longest list of pairs of homonyms.
C. He reads with increased comprehension.	VIL-B Lesson 1, "Seeing Behind the Words," p. 3 Lesson 2, "Matching Wits with the Author," p. 13 Lesson 26,"Lost Queen," p. 265. (To learn to draw conclusions.) Lesson 28, "Washing...Waters," p. 285. (To learn to make value judgments.) LM-2 "Gaining Sensitivity to Words,"pp. 41-75
IV. WRITING--The student develops his ability to use a variety of sentence patterns.	
A. The student studies and applies the structure of basic sentence patterns, simple sentences.	VIL-B pp. 137-139 TWB Activities 20-26, pp. 39-52 WT-A VILT-B *TRANSPARENCIES*

113

GOALS AND OBJECTIVES	ACTIVITIES AND MATERIALS
B. The student studies and applies the transformations of sentence patterns --simple sentences.	VIL-B pp. 157-158 TWB Activities 27-29, pp. 53-58 WT-A VILT-B *TRANSPARENCIES* VIL-B Spelling Activities, pp. 343-346 TWB Activity 64, pp. 127-128
C. The student builds his writing skills by using a variety of sentence patterns--simple, compound, and complex sentences.	VIL-B pp. 149-151, 347-348 TWB Activities 30-33, pp. 59-66 VILT-B *TRANSPARENCIES* WT-A
V. MEDIA--The student becomes aware of the various roles of media in the processes of communication.	
A. He becomes familiar with various forms of media. Magazines Newspapers Films Photographs and Posters Records and Radio	VILMW-B S Activity: Use copies of newspapers in the school library. Reinforce value of habitual newspaper reading. F 152-104 *HOW TO READ NEWSPAPERS* TWB Activities 52-56, pp. 103-112 WT-A Pictures and Posters VILT-B VILR-B Recorded news account, Record 1, Side B Activity: A radio can be used in class as a source for news accounts, advertisements, features for study.
B. He explores media as a form of communication.	LM-2 "Understanding the Ads and the Commercials," pp. 81-109 VILR-B Record 1, Side A, Band 2, "Belfast Mixers Advertisements" VIL-B "News of the Day," pp. 54-73 Cassette *STOP THE PRESSES* (See AV list)

Available from Library Services; request through your school librarian.

Cassettes

C 1817	*CURSE OF CONVERSATION* - 27 minutes
C 19802	*STOP THE PRESSES* - 28 minutes

Available from Audiovisual Services

Films

F 152-104	*HOW TO READ NEWSPAPERS*
F 272-170	*GET THE MESSAGE*
F 269-198	*COMMUNICATION BY VOICE AND ACTION*
F 270-183	*REPORTING AND EXPLAINING*
F 251-115	*LITERATURE APPRECIATION-STORIES*
F 272-156	*ENGLISH LANGUAGE: ITS SPELLING PATTERNS*
F 272-165	*CHOOSING BOOKS TO READ*
F 272-167	*ENGLISH ON THE JOB: LISTENING AND SPEAKING SKILLS*
F 272-169	*ENGLISH ON THE JOB: WRITING SKILLS*
F 272-161	*ENGLISH ON THE JOB: READING SKILLS*
F 273-117	*DISCOVERING LANGUAGE: HOW WORDS ARE MADE*
F 173-114	*DISCOVERING LANGUAGE: HOW WORDS GET NEW MEANINGS*
F 173-112	*DISCOVERING LANGUAGE: HOW ENGLISH BORROWED WORDS*

115

Sound Filmstrips

SFS 773-407 *WHAT IS A SENTENCE? SUBJECTS AND PREDICATES* (Record)
SFS 773-701 *WHAT IS A SENTENCE? SUBJECTS AND PREDICATES* (Cassette)

SFS 773-408 *WHAT IS A NOUN? WHAT IS A VERB?* (Record)
SFS 773-702 *WHAT IS A NOUN? WHAT IS A VERB?* (Cassette)

SFS 773-409 *SUBJECT AND VERB AGREEMENT-ADJECTIVES AND ADVERBS* (Record)
SFS 773-703 *SUBJECT AND VERB AGREEMENT-ADJECTIVES AND ADVERBS* (Cassette)

SFS 770-558 *THE AMERICAN LANGUAGE, OR WHEN THE KING'S ENGLISH CAME TO AMERICA* (Record)
SFS 770-705 *THE AMERICAN LANGUAGE, OR WHEN THE KING'S ENGLISH CAME TO AMERICA* (Cassette)

SFS 770-560 *LANGUAGE AND ITS MYSTERIES* (Record)
SFS 770-707 *LANGUAGE AND ITS MYSTERIES* (Cassette)

SFS 770-559 *HOW IT IS THAT AN ENGLISHMAN SPEAKS ENGLISH?* (Record)
SFS 770-706 *HOW IT IS THAT AN ENGLISHMAN SPEAKS ENGLISH?* (Cassette)

SFS 770-561 *LANGUAGES ARE BORN..SOMETIMES THEY DIE* (Record)
SFS 770-708 *LANGUAGES ARE BORN..SOMETIMES THEY DIE* (Cassette)

SFS 770-562 *WHAT AGE HAS DONE TO ENGLISH* (Record)
SFS 770-709 *WHAT AGE HAS DONE TO ENGLISH* (Cassette)

SFS 773-427 *PREFIXES AND SUFFIXES-COMPOUND WORDS AND PLURALS* (Record)
SFS 773-721 *PREFIXES AND SUFFIXES-COMPOUND WORDS AND PLURALS* (Cassette)

SFS 773-428 *SYNONYMS AND ANTONYMS, PUTTING IT ALL TOGETHER* (Record)
SFS 773-722 *SYNONYMS AND ANTONYMS, PUTTING IT ALL TOGETHER* (Cassette)

SFS 773-426 *INTRODUCTION TO SYLLABLES, WORKING WITH SYLLABLES* (Record)
SFS 773-720 *INTRODUCTION TO SYLLABLES, WORKING WITH SYLLABLES* (Cassette)

COURSE DESCRIPTION

This course is designed for the student who has a fair command of the communication skills but wishes to improve or progress further at a moderate pace. The course is most suitable for students with ITBS scores between 7.0 and 9.0.

The course focuses on the interrelated study of reading, writing, listening, and speaking. The student will be required to read and examine selections which vary widely in type and theme. Supplementary materials, such as media worksheets, records, transparencies and a Language Art Skillcenter Kit, enhance the program and provide for varied and extended approaches to classroom activities.

GOALS:

The student reads selections which vary widely in type and theme.

The student increases his understanding of the nature of language and of its relationship to the formulation and communication of ideas.

The student develops his writing skills by learning and applying methods of planning, preparing, and writing well-constructed paragraphs.

117

INTRODUCTION:

This course draws together the elements of English so that the student will be able to find meaningful relationships among them; therefore, the course focuses on the interrelated study of literature, language, and composition.

Materials include selections which are contemporary, multi-ethnic, and relevant to teenager's concerns and interests. It is recommended that class size for Communications Lab 3 be held at 25 or fewer students.

The textbook provides both preliminary and follow-up lesson activities, using the communication skills to accomplish the goals of the course.

Supplementary materials vary approaches to the suggested activities.

Materials:

Code	Title	Use
LM-3	*THE LANGUAGE OF MAN 3*, McDougal, Littell & Co., 1971.	Students, Teacher
LMTM-3	*THE LANGUAGE OF MAN 3, TEACHER'S MANUAL*, McDougal, Littell & Co., 1971.	Teacher
VIL-1	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION I*, Ginn and Co., 1974.	Students, Teacher
VILTN-1	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION I, TEACHER'S NOTEBOOK* Ginn and Co., 1974.	Teacher
VILMW-1	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION I, MEDIA WORKSHEETS*, 1974.	Students, Teacher
VILMG-1	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION I, MEDIA GUIDE*	Teacher
VILT-1	*VOICES IN LITERATURE, LANGUAGE AND COMPOSITION I, TRANSPARENCIES*	Teacher
VILR-1	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION I, RECORDS*	Teacher
SVM	*SCHOLASTIC VOICE MAGAZINE*, Scholastic Book Services.	Students, Class Sets
TWB-D	*TODAY: A TEXT WORKBOOK FOR ENGLISH COMPOSITION AND LANGUAGE D*, McGraw Hill Book , Inc., 1971.	Student, Teacher
TWBTE-D	*TODAY: A TEXT WORKBOOK FOR ENGLISH COMPOSITION AND LANGUAGE D, TEACHER'S EDITION*, McGraw Hill Book Co., Inc., 1971.	Teacher
NSP	Newspapers:	Department
WN	*WRITE NOW*, Learning Trends, A Division of Globe Book Co., Inc., 1973.	Students, Teacher
WNTM	*WRITE NOW, TEACHER'S MANUAL*, Learning Trends, A Division of Globe Book Co., Inc., 1973.	Teacher
WT-B	*THE WRITE THING B*, Houghton, Mifflin & Co., 1973.	Classroom Kit

Materials:

Code	Title	Use
WCD	*WEBSTER'S NEW COLLEGIATE DICTIONARY.*	Class Set
INTAC-3	*INTERACTION ACTIVITY CARDS, LEVEL 3*, Houghton Mifflin and Co., 1973.	Department Set
LAS	*LANGUAGE ART SKILLCENTER UNIT*, (Vocabulary, Usage, Punctuation, Spelling), Random House, 1973.	Classroom Kit
LASTM	*LANGUAGE ART SKILLCENTER UNIT, TEACHER'S MANUAL*, Random House, 1973.	Teacher

GOALS AND CONTENT	SUGGESTED MATERIALS AND ACTIVITIES
I. The student develops his listening skills.	
A. He demonstrates his ability to listen by participating in and responding to various listening situations.	VIL-1 Lessons 1,5, ,7,8,9,10,11, 12,(DEVELOPING LISTENING SKILLS) 25,28,29 VILR VILMW-1 VILMG-1 Check the lesson outlines for the textbook and the *MEDIA GUIDE* for activities suitable to use to accomplish specific listening goals.
B. He listens attentively to increase his knowledge and to add to his enjoyment of sound stimuli.	ACTIVITY: Listen to recordings of plays, poems, prose, and music. List the important points to be studied. Discuss these points and their application to the lesson.
C. He listens to follow instructions received from both responding and nonresponding sources.	NOTES: Activities should include listening situations which deal with filling out textbook receipt cards, applications, registration information, and with games and role-playing. Responding sources are people. Non-responding sources are public address systems, tapes, records, etc.
D. He listens courteously in conversations and discussions so that he may form valid opinions and make critical judgments.	ACTIVITY: Large and small group discussions, telephone conversation, introductions, interviews, etc. Divide the class into groups for participation in panel discussions or games, such as "What's My Line?" . Call the bus station and inquire about specific transportation to a stated place: time, place, and cost. The student asks definite questions and listens carefully so that he can acquire and transmit the correct information.

GOALS AND CONTENT	SUGGESTED MATERIALS AND ACTIVITIES
	Engage in conversation with peers, teachers, administrators; discuss school problems or plans for a coming activity.
E. He listens to become aware of various dialects.	VIL-1 Read and discuss Lesson 1 VILMG-1 VILR-1 Band 1, Side A, Side B
II. The student improves his reading skills and uses them to read for knowledge, enjoyment, and vicarious experiences.	F 161-102 *COMPREHENSION SKILLS*
	VIL-1 Focus on Reading Lesson 13, pp. 141-147 Lesson 22, pp. 231-239 Lesson 27, pp. 277-283
A. He improves his word attack skills if necessary.	VILTN-1 pp. 88-89 TWB-D pp. 1-21
B. He becomes aware of the importance of words in communication.	LM-B "Words", Chapter 1 "Figurative Language", Chapter 3 LAS WB-D "Words", Chapter 1 VIL-1 See activities provided for lessons 2,3,5,8, 13,19,
	LM-3 Chapter 1
C. He enriches his speaking, reading, and writing vocabularies by learning and using new words.	VIL-1 LAS Include activities which help students deal with spelling difficulties and practice using the dictionary. VIL-1 lessons 3,18,26 (vocabulary) and LAS may be used for building vocabulary. Vocabulary assignments may also be prepared from reading selections in VIL-1.

GOALS AND CONTENT	SUGGESTED MATERIALS AND ACTIVITIES
D. The student improves his reading comprehension.	F 161-102 *COMPREHENSION SKILLS* NOTE: Provide reading materials such as books, newspapers, and magazines, the kinds of materials most people include in their daily reading. Students should be prepared to discuss the main idea and to give specific details which support it in the articles they read.
E. He concentrates on improving his reading rate while adjusting it to various kinds of materials.	Emphasize and clearly explain rate, recall, and reaction as they apply to reading. ACTIVITY: Provide a variety of reading materials which contain problems from other subject areas, such as: math readings and problems, science, etc. These are good practice assignments for improving rate and comprehension. VIL-1 Lessons 13,22, & 27.
F. He becomes better acquainted with the school and community libraries and learns where to find different kinds of information.	LM-3 pp. 31-53 VIL-1 pp. 72-74; 90-93 Provide exercises which deal with using the encyclopedia, reference books, microfilm, the card catalogue, etc.

GOALS AND CONTENT	SUGGESTED MATERIALS AND ACTIVITIES
G. He becomes aware of various literary forms through the reading of plays, poems, prose, etc. *SHORT STORIES* *PLAYS* *TALL TALES* *AUTOBIOGRAPHIES* *POEMS* *FOLKLORE* *SATIRE*	VIL-1 lessons 7,14,25,26,28,32,33,34, Read and discuss various literary forms using suitable terminology.
III. The student develops various kinds of paragraphs,writing with unity and coherence.	FS 665-171 *STEPS IN BUILDING A PARAGRAPH, 1-3* FS 665-172 *STEPS IN BUILDING A PARAGRAPH, 4-5* FS 665-173 *STEPS IN BUILDING A PARAGRAPH, 6-7* FS 665=174 *STEPS IN BUILDING A PARAGRAPH, 8-9* VIL-1 Lessons 15,17, & 20, 23 VILMW-1 Lessons 15,17,20 TTW pp. 113-149 WT Use posters, photographs, cassette tapes, and log book in conjunction with writing assignements.
A. He learns steps in the preparation of well-constructed paragraphs.	WN Use for guided class assignments. Discuss the development of a paragraph, moving from a general statement to statements of specific details. Use model paragraphs to define and identify parts of the paragraph. VIL-1 Lesson 15

GOALS AND CONTENT	SUGGESTED MATERIALS AND ACTIVITIES
B. He plans and organizes paragraphs using various methods of development.	VIL Lesson 17 TWB-D pp. 123-145 VIL-1 Lesson 20 WT ACTIVITY: Students proofread paragraphs which contain errors in organization. They may read each other's or "edit" as a class.
C. He learns how to write descriptive, narrative, and expository paragraphs.	TWB-D pp. 117-118 WN ACTIVITY: The student writes a story, either real or imaginary, about a situation in which he was involved. VIL-1 Lesson outlines ACTIVITY: Encourage creative writing experiences. Students may write directions, letters, poems, dialogues, short stories, plays, etc. NOTE: Use well-developed paragraphs or pieces written by students in the class as models.
IV. The student concentrates on communicating effectively, both verbally and non-verbally, in specific situations.	VIL-1 TWB-D LM-3 LAS F 262-111 *DEBT TO THE PAST: LANGUAGE AND COMMUNICATION*

GOALS AND CONTENT	SUGGESTED MATERIALS AND ACTIVITIES
A. He realizes the importance of speech in preserving human relationships.	ACTIVITY: Provide activity in which students may not communicate orally. They must try instead to send messages by communicating non-verbally. Include simulated conversations and role playing, panel discussions, oral reports, etc. F 269-198 *COMMUNICATION BY VOICE AND ACTION* VILTN-1 VILMG-1 Lesson 6 LM-3 Chapter 1, pp. 3-29
B. He participates in formal speaking situations.	F 270-183 *REPORTING AND EXPLAINING* ACTIVITY: Activities should include speeches, oral reports, and introductions, participating in structured discussions and conducting interviews. VIL-1
C. He understands the appropriate uses of standard and non-standard English in specific speaking situations.	VIL-1 Lesson 12, pp. 129-139 TFW pp. 79-87 LAS Activities on usage

GOALS AND CONTENT	SUGGESTED MATERIALS AND ACTIVITIES
V. The student familiarizes himself with the media.	
A. He discovers how the media work as tools of communication.	VILMG-1 VILR-1 VILT-1 VILMW-1 LM-3 "Coping with the Mass Media," pp. 101-111 SVM NSP SFS 771-428 *MASS MEDIA: IMPACT ON A NATION* F 271-180 *TV NEWS: MEASURE OF THE MEDIUM* ACTIVITY: Define the term media. Identify media's tools. Do research to find information about newspaper, radio, television movies, records, etc. Who are the owners and/or producers? Are any of the media forms in St. Louis related in ownership? How?
B. He understands the power of the media as they convey ideas and influence his thinking.	Use posters, television commercials, and radio advertisements to initiate discussions of ways the media influence how we dress, what we eat, and what we buy. ACTIVITY: Write a paper on methods used by media to convey ideas and influence us to buy certain products. ACTIVITY: Write a paper commenting on how the media influence, reinfo~ce, and/or change social values.

GOALS AND CONTENT	SUGGESTED MATERIALS AND ACTIVITIES
C. He demonstrates his understanding of the uses of media and attempts to create some media presentations that convey ideas of his own.	VIL-1 Lessons 30,31,32,33, 34 VILMG-1 Lessons 30,31,32,33,34 VILMG-1 ACTIVITY: Use illustrations, printed materials, and audiovisual materials to explain and demonstrate contents and organization of media tools. Make posters, drawings, transparencies, photographs, to be used as parts of special reports. Produce original newspaper or radio advertisements.

Materials available from Audiovisual Services:

Films

F 269-198	*COMMUNICATING BY VOICE AND ACTION*
F 161-102	*COMPREHENSION SKILLS*
F 262-111	*DEBT TO THE PAST: LANGUAGE AND COMMUNICATION*
F 272-170	*GET THE MESSAGE*
F 271-180	*(TV NEWS: MEASURE OF THE MEDIUM)*
* F 272-130	*RIGHT TO LIVE: WHO DECIDES*
F 270-183	*REPORTING AND EXPLAINING*
F 271-177	*EFFECTIVE WRITING: REVISE AND IMPROVE*

Filmstrips

FS 665-171	*STEPS IN BUILDING A PARAGRAPH SERIES, STEPS 1-3*
FS 665-172	*STEPS IN BUILDING A PARAGRAPH SERIES, STEPS 4-5*
FS 665-173	*STEPS IN BUILDING A PARAGRAPH SERIES, STEPS 6-7*
FS 665-174	*STEPS IN BUILDING A PARAGRAPH SERIES, STEPS 8-9*
SFS 771-428	*MASS MEDIA: IMPACT ON A NATION* (2 parts)

* Request must bear signature of Communication Skills Department Head.

Slides

SL 872-804	*LANGUAGE, SIGNS AND SYMBOLS: HOW MAN COMMUNICATES* - Part 1
SL 872-805	*LANGUAGE, SIGNS AND SYMBOLS: HOW MAN COMMUNICATES* - Part 2

COURSE DESCRIPTION

This communications lab is intended for the student who has a good command of the communication skills and has an 8.0-10.0 ITBS reading level. He will enrich his reading by exploring literature pertaining to personal values and awareness of the world. Through guided activities in oral and written language, he will be encouraged to communicate his own ideas in appropriate styles. He becomes aware of the role mass media plays in his life and applies this knowledge in various ways. Thus, the student finds meaningful relationships among the phases of communication.

GOALS

The student reads selections which increase his awareness of the world.

The student increases the sophistication of his writing.

The student broadens his understanding of semantics.

INTRODUCTION

Communications Lab 4 combines the study of literature, language, composition, and media. The student should understand the relationships that exist among the various forms of communication. The basic textbook, *VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION 2*, provides both preliminary and follow-up activities which deal with reading, writing, speaking, and listening skills and which augment the literature selections. The basic text is accompanied by transparencies and records related to specific lessons.

Supplementary materials have been added that encourage student writing through a media approach. A set of activity cards provides suggestions for class participation and projects. Transparencies/ditto masters aid the discussion of figurative language.

THE LANGUAGE OF MAN, BOOK 4, provides readings that acquaint the student with media and whet his appetite for the delights and subtleties of language.

The teacher may not be able to nor want to use in one semester all the materials and activities suggested. Instead, the teacher should use those materials that best suit the needs and interests of the students.

Materials

Code	Title	Use
VIL-2	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION 2*, Ginn and Co., 1974.	Students, Teacher
VILTN-2	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION 2, TEACHER'S NOTEBOOK* Ginn and Co., 1974.	Teacher
VILMW-2	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION 2, MEDIA WORKSHEETS* Ginn and Co., 1974.	Students, Teacher
VILMG-2	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION 2, MEDIA GUIDE.* Ginn and Co., 1974.	Teacher
VILT-2	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION 2, TRANSPARENCIES, VOLUME 1, VOLUME 2.* Ginn and Co., 1974.	Department
VILR-2	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION 2, RECORDS.* Ginn and Co., 1974.	Department
VILRG-2	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION 2, TEACHING GUIDE ON RECORD JACKET.*	Department
LM-4	*THE LANGUAGE OF MAN BOOK 4*, McDougal, Littell and Co., 1971.	Students, Teacher
LMTM-4	*THE LANGUAGE OF MAN BOOK 4, TEACHER'S MANUAL*, McDougal, Littell and Co., 1971.	Teacher
HWW	*HOW WE WRITE.* Webster Division, McGraw Hill Book Co., 1971.	Students
HWWTG	*HOW WE WRITE, TEACHER'S GUIDE.* Webster Division, McGraw Hill Book Co., 1971.	Teacher
SVM	*SCHOLASTIC VOICE MAGAZINE*	Class set
WCD	*WEBSTER'S NEW COLLEGIATE DICTIONARY*	Class Set

Materials

Code	Title	Use
SV-15	*SCOPE VISUALS- 15 FIGURATIVE LANGUAGE*, Scholastic Book Services, 1973.	Teacher
CTYS	*COME TO YOUR SENSES - A PROGRAM OF WRITING AWARENESS.* (A Scholastic Filmstrip Unit.) Scholastic Book Services, 1970.	Department
WTC	*THE WRITE THING C: WAYS TO COMMUNICATE.* Houghton Mifflin Co., 1974.	Department
WTCM	*THE WRITE THING C: WAYS TO COMMUNICATE. INSTRUCTOR'S MANUAL* Houghton Mifflin Co., 1974.	Department
INTAC-3	*INTERACTION ACTIVITY CARDS, LEVEL 3*, Houghton Mifflin Co., 1973.	Department
INTAC-4	*INTERACTION ACTIVITY CARDS, LEVEL 4*, Houghton Mifflin Co., 1973.	Department
WGH	*WHAT'S GOING ON HERE? A STUDY OF MEDIA AND PROPAGANDA.* (Filmstrips, Records). EMC Corporation, 1972.	Department
LAS	*LANGUAGE ARTS SKILLCENTER LEARNING UNIT.* Random House English Series, 1973.	Department
LASTM	*LANGUAGE ARTS SKILLCENTER LEARNING UNIT, TEACHER'S MANUAL.* Random House English Series, 1973.	Department

131

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I. LISTENING: The student improves his listening skills.	
A. He concentrates on listening skills that will improve his grasp of the main ideas in what he hears.	VILR-2 Record 6, Side B, Lesson on Listening
B. He appreciates how a good reading of a story adds to his enjoyment of it.	VIL-2 Lesson 16, "The Tell-Tale Heart" VILR-2 Record 3, Side A VILMG-2 p. 21
	VIL-2 Lesson 20, "The Smile" VILR-2 Record 4, Side A, Band 1 VILMG-2 p. 25
	VIL-2 Lesson 1, "Fever Dream" VILR-2 Record 1, Side A, Verisimilitude VILRG-2 VILMG-2 p. 1
C. He recognizes some common pronunciation faults and distinguishes between standard and non-standard pronunciations.	VILR-2 Record 4, Side A, Band 2, Exercises in Pronunciation Record 4, Side B, Student Speeches VILRG-2 VILMG-2 p. 26

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
II. READING: The student reads more widely, deeply and efficiently.	
A. He, through his reading, increases his awareness of the world: of other peoples, of other cultures, and of other times.	VIL-2 LM-4 SVM
B. He reads and analyzes the structure, style and purpose of poems, plays, short stories, non-fiction biographies and autobiographies, news articles, and essays.	VIL-2 Selected pieces ACTIVITY: Teacher may use newspaper articles (reproduce specific ones by thermofax to make ditto master - then duplicate) for class analysis and discussion.
C. He practices those reading skills he needs to improve: skimming, speed, and comprehension.	VIL-2 Lesson 13 "READING", p. 147 VILTN-2 p. 64 VILMG-2 p. 17 VIL-2 "Skimming for Information", p. 147 VIL-2 "Hints for Faster Reading", p. 155 VIL-2 "Reading for Speed and Comprehension", p. 391

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
III. WRITING- The student increases the sophistication of form, content, correctness, and style in his writing.	
A. The student progresses from sentence to paragraph writing. He moves on to multi-paragraph writing when he is ready.	DEVELOPING THE PARAGRAPH HWW Chapter 1, "THE PARAGRAPH" HWW "Developing the Paragraph", p. 5 KINDS OF PARAGRAPHS HWW Chapter 1, "Narration, Description, Exposition," p. 8 "Comparison and Contrast", p. 14 "Steps in an Argument", p. 16 MULTI-PARAGRAPH WRITING HWW Chapter 2, "THE WHOLE THEME", p. 21-52 HWW Chapter 4, "WRITING AND THINKING", p. 76-103 VIL-2 Lesson 23, "Organizing and Writing a Composition"
B. The student learns ways to organize an expository paper and employs logical organization in his writing.	VIL-2 Focus on Composing, "The Introduction," p. 388; VILTN-2 "The Conclusion", p. 399 VILMG-2 VIL-2 "Writing the Outline," p. 386 VIL-2 Lesson 25 *THE DIARY OF ANNE FRANK:* "WRITING AUTOBIOGRAPHY" VILTN-2 VILMG-2

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
C. The student becomes aware of the variety of forms writing may take. He writes various kinds of pieces.	DESCRIPTION AND DETAIL HWW Chapter 3, "WRITING AND OBSERVATION", p. 53-76 VIL-2 Lesson 7, *"THE UNPOPULAR PASSENGER,"* p. 65 VILTN-2 Lesson 7 DESCRIPTIONS AND THE SENSES VILTN-2 VILMG-2 DESCRIPTION AND SENTENCE EXPANSION VIL-2 Lesson 28, *"A GAME OF CATCH"*, p. 339 VILTN-2 VILMG-2 VIL-2 Lesson 11, *"THRILLS, CHILLS, SPILLS AND BILLS"*, p. 121, Sounds Make Sense VILTN-2 Lesson 11 VILMG-2 WTCM For lessons that lend themselves to developing the following: Definition — Explanation Dialogue — Interpretation Outlining — Persuasion Paragraph Development — Essay Letter Writing — Comparison Contrast Poetry

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	FILM LOOPS from Library Services Center NOTE: These film loops are designed to guide students in specific writing techniques. The loops are very short (2 to 3 minutes), but they may stimulate students to write longer compositions. FL 89-2786/1 *SERIES: MODELS FOR ENGLISH COMPOSITION* FL 88-1276/1 *BEACH RESCUE: NARRATIVE EMPHASIZING SETTING* FL 88-1284/1 *PLAYING THE GAME: PERSONAL NARRATIVE* FL 88-1342/1 *THE PEOPLE WATCHER: CHARACTERIZATION* FL 88-1292/1 *A CLASSROOM DILEMMA: NARRATIVE EMPHASIZING MOOD* FL 88-1359/1 *LONELY SHORE: DESCRIPTION EMPHASIZING MOOD* FL 88-1326/1 *THE PARTY: ORDERING SEQUENCES* FL 88-1300/1 *WHO ARE THEY? COMPARISON AND CONTRAST*

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
D. The student improves his sentence structure, builds correct grammatical patterns, and arranges words in effective, emphatic orders.	THE SENTENCE VIL-2 "Building the Sentence," p. 8 "Subordination," p. 43 "Positions of Subordinate Clauses," p. 50 "Using Subordinate Clauses," p. 51 "Sentence Variety," p. 318 "Adding to a Base Statement," p. 323 "Sentence Fragments," p. 351 "Sense of Completeness," p. 351 "Run-on Sentences," p. 379
E. The student improves his spelling, concentrating on his own problems. ie/ei apostrophe prefixes/suffixes noun plurals homophones capitalization	VIL-2 "FOCUS ON SPELLING," p. 39 "FOCUS ON SPELLING," p. 169 "FOCUS ON SPELLING," p. 355 F 272-163 *THE ENGLISH LANGUAGE, ITS SPELLING PATTERNS* LAS Use LAS Entry, Focus, Remedy, Exit, Conference, and Enrichment cards, 301-345, to provide individualized help in spelling. HWW Spelling M, Mia, Mib, Mic, p. 140-154

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
IV. VOCABULARY-The student extends his vocabulary.	
A. He learns to use specialized vocabularies.	VIL-2 "Vocabulary (Medical Words)," p. 25 "Vocabulary (From Spanish to English)," p. 175 "Vocabulary of Judgment", p. 197 "Vocabulary of Character," p. 209
B. He reviews vocabulary building skills such as the uses of: Dictionary Skills Context Clues Prefixes Suffixes Denotation Connotation	LAS Use LAS Entry, Focus, Remedy, Conference, and Enrichment Cards 201-245 for individualized help in vocabulary.
V. MECHANICS AND USAGE-The student improves in mechanics and usage, concentrating on his areas of weakness.	VIL-2 "Reviewing the Comma," p. 55 (Coordination) "Reviewing the Comma," p. 60 (Coordination) "Punctuating the Appositive," p. 230
A. He reviews punctuation, such as: Comma End Marks Semicolons Fragments Run on Sentences Quotation Marks	LAS Use LAS Entry, Focus, Remedy, Conference, and Enrichment Cards 101-145 for individualized help in punctuation. HWW Punctuacion M2b, M2c, M3, M3a, M3b, M4, M4a, M4b, M4c, M5, M5a, M5b, M5c, M6, M6a, M6b, pp. 159-212

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
B. He reviews usage, such as: Pronoun agreement Regular Verb Forms Irregular Verb Forms Comparison of Adjectives and Adverbs	LAS Use LAS Entry, Focus, Remedy, Conference, and Enrichment Cards. 401-405 VIL-2 "The Comparative and Superlative Forms of Adjectives and Adverbs," pp. 257-258 "Irregular Forms," pp. 259 "Nonstandard Usage (Use of Them Instead of Those, Use of the Double Negative)," p. 290 VIL-2 "Review of Capitalization, Punctuation, and Spelling," p. 412 NOTE: VIL-2 contains a bound-in reference section on speaking and writing practices: "Guidebook to Modern Expression," pp. 425-466, and a "Dictionary," pp. 467-484.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
VI. SPEAKING-The student participates in oral language activities.	VIL-2 Lesson 21,"H*Y*M*A*N K*A*P*L*A*N, STUDENT OF ENGLISH," p. 247 VILTN-2 p. 88 VILMG-2 p. 26
A. He takes part in discussions.	
B. He speaks before small groups.	VIL-2 "Planning a Talk," p. 260 "Narrow the Subject to a Central Idea," p. 261 "Selecting and Organizing Details," p. 261
C. He participates in individual and group oral reading.	ACTIVITY: Students may prepare oral and/or visual presentations and present them to the class.
VII. SEMANTICS-The student broadens his knowledge of and improves his use of language.	
A. He differentiates nonstandard from standard usage, formal from informal usage.	VIL-2 "British and American English," p. 31 Lesson 30, "ACCOUNTS SETTLED," p. 357 VILTN-2 p. 114 VILMG-2 VIL-2 "Writing Informally," p. 145 "Using Informal Language with Caution," p. 422 "Tone," p. 111 "Tone Through Slang and Metaphorical Language," p. 117

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
B. He examines the uses of description, slang, metaphor, and slanting.	SV-15 Lessons with transparencies and ditto masters for: Literal and figurative language Figurative expressions Similes Metaphors Personifications Hyperboles
C. He explores language as a growing dynamic, social force.	VIL-2 VILTN-2 VILMG-2 Lesson 16, *"THE TELL-TALE HEART,"* p. 185 VIL-2 LM4-TM "Language and Emotional Effect," p. 192 LM-4 *"LEVELS OF LANGUAGES,"* pp. 41-91 "Informal, Formal, and Technical Language," p. 53 "Informal Language," p. 57 "Formal Language," p. 66 "Slang," p. 75 "Catch Phrases Don't Communicate," p. 79 "Gobbledygook," p. 83

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
D. He knows that his way of life is or can be manipulated through methods of advertising and propaganda.	LM-4 "Thought Control," p. 11 "Making the Dial Volkswagon Commercial," p. 101 "The Big Sell," p. 95 VIL-2 "Detecting Language Tricks," p. 273 WGH *MEDIA AND ITS IMPACT* WGH *FACT OR OTHERWISE* WGH *SEMANTICS: THE NUTS AND BOLTS OF PERSUASION* WGH *PACKAGING THE MESSAGE* WGH *THE "YOU" FACTOR* WGH Teacher's Guide and Activity Worksheets
E. He knows that the ways in which future technology develops may enrich or endanger his personal powers of communication.	LM-4 "The Computer," p. 130 "The Communications Explosion," p.151 "The Square Root of Tuesday," p. 139 F 272-109 *COMPUTERS AND YOU* *COMPUTER SERIES 1: AN INTRODUCTION TO COMPUTERS* SFS 770-703 *COMPUTERS AND THE WORLD OF THE FUTURE* SFS 770-701 *HISTORY OF COMPUTING DEVICES: MANY USES AND NEEDS FOR COMPUTERS, PART 1* SFS 770-702 *HISTORY OF COMPUTING DEVICES: MANY USES AND NEEDS FOR COMPUTERS, PART 2*

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
VIII. MEDIA-The student becomes knowledgeable about the media.	
A. He develops his skills of observation and his perceptions of visual and other nonverbal phenomena that surround him.	CTYS See Teaching Guide 1. Using your senses — Filmstrips and Photographs 2. Relationships 3. The Drama of People 4. Telling the Story
B. He employs his knowledge of media by making a presentation using whatever forms of media he thinks can best express his own ideas.	VILMG-2 See VILMG-2 for creative activities in media expression
C. He becomes aware of the critical role mass media play through viewing and analyzing television programs, films, and print media forms.	SVM VIL-2 VILTN-2 VILMG-2 Lesson 9, "THE FIVE DOLLAR BILL," p. 87 VIL-2 "The Value of Television," p. 87 "Television Drama" (Terms of the Trade), p. 87 "Focus on TV Drama," p. 105 "Critical Viewing," p. 105 "TV Drama Rating Checklist," p. 105 ACTIVITY: Make posters, drawings, transparencies, photographs to illustrate themes or ideas (see activity cards). Create advertising for newspaper, magazine, radio, or television presentation. Create a class newspaper with news stories, feature stories, sports stories, a letter box column, cartoons, editorals, (see activity cards). F 272-107 *TODAY'S NEWSPAPER* F 152-104 *HOW TO READ NEWSPAPERS*

Materials available from Audiovisual Services:

Films

F 271-177	*EFFECTIVE WRITING: REVISE AND IMPROVE*
F 272-169	*ENGLISH ON THE JOB: WRITING SKILLS*
F 271-178	*REACHING YOUR READER*
F 271-176	*THE SPECIFIC IS TERRIFIC*
F 272-166	*HOLDING THEM SPELLBOUND*
F 272-167	*ENGLISH ON THE JOB: LISTENING AND SPEAKING SKILLS*
F 272-161	*ENGLISH ON THE JOB: READING SKILLS*
F 367-121	*AMERICAN FILM*
F 272-170	*GET THE MESSAGE*
F 272-109	*COMPUTERS AND YOU*
F 272-107	*TODAY'S NEWSPAPER*
F 152-104	*HOW TO READ NEWSPAPERS*
F 272-163	*THE ENGLISH LANGUAGE, ITS SPELLING PATTERNS*

Filmstrips

Sentence Series

FS 664-196	*CLASSIFICATION OF SENTENCE*
FS 664-201	*CLAUSES, PART 1*
FS 664-202	*CLAUSES, PART 2*
FS 664-198	*DIRECT AND INDIRECT OBJECTS AND SUBJECT COMPLEMENTS*
FS 664-199	*PHRASES, PART 1*
FS 664-200	*PHRASES, PART 2*
FS 664-203	*PROBLEMS OF AGREEMENT*

Filmstrips

Sentence Series

FS 664-204 *PROBLEMS OF SENTENCE CONSTRUCTION*
FS 664-197 *SUBJECTS AND PREDICATES*
SFS 773-427 *PREFIXES AND SUFFIXES* (Record)
SFS 773-721 *PREFIXES AND SUFFIXES* (Cassette)
SFS 773-430 *HOW TO USE DICTIONARIES*
SFS 773-442 *SEMANTICS-LANGUAGE AND BEHAVIOR*

COMPUTER SERIES I: AN INTRODUCTION TO COMPUTERS

SFS 770-703 *COMPUTERS AND THE WORLD OF THE FUTURE*
SFS 770-701 *HISTORY OF COMPUTING DEVICES: MANY USES AND NEEDS FOR COMPUTERS, PART 1*
SFS 770-702 *HISTORY OF COMPUTING DEVICES: MANY USES AND NEEDS FOR COMPUTERS, PART 2*

Slides

SL 872-802 *MEDIA AND MEANING: HUMAN EXPRESSION AND TECHNOLOGY PART 1*
SL 872-803 *MEDIA AND MEANING: HUMAN EXPRESSION AND TECHNOLOGY PART 2*

Film Loops (Library Services Center)

F 89-2786/1	*MODELS FOR ENGLISH COMPOSITION*
F 89-1276/1	*BEACH RESCUE: NARRATIVE EMPHASIZING SETTING*
F 88-1284/1	*PLAYING THE GAME: PERSONAL NARRATIVE*
F 88-1342/1	*THE PEOPLE WATCHER: CHARACTERIZATION*
F 88-1292/1	*A CLASSROOM DILEMMA: NARRATIVE EMPHASIZING MOOD*
F 88-1359/1	*LONELY SHORE: DESCRIPTION EMPHASIZING MOOD* 88-1359/1
F 88-1326/1	*THE PARTY: ORDERING SEQUENCES*
F 88-1300/1	*WHO ARE THEY: COMPARISON AND CONTRAST*

COURSE DESCRIPTION

This course offers challenge to the student who has a 10.0 reading level or above and an excellent command of communication skills. The student seeking stimulating academic learning experiences will refine his listening, writing, speaking, and reading skills. Emphasis is placed upon his making critical judgments, evaluating media, and analyzing how they affect him. Various lab activities involve the student with issues, ideas, and ideals vital to young adults in our time.

GOALS: The teacher should keep in mind these basic goals for this lab when he formulates his semester's plans:

LISTENING - The student listens to formulate ideas, to make critical evaluations, and to exercise sound judgments.

WRITING - The student becomes aware of, experiments with, and develops various types and forms of writing.

SPEAKING - The student uses his speaking skills proficiently, emphasizing forms appropriate to specific situations and applying critical judgments to his approach, content, purpose, and style.

READING - The student reads to gather, interpret, analyze, and evaluate information and ideas to help him form opinions and think about his personal values.

MEDIA - The student makes critical judgments about and evaluations of media presentations of various kinds.

INTRODUCTION

Communications Lab 5 combines the study of literature, language, composition, and media. The student discovers the meaningful relationships that exist among the various modes of expression and communication. The basic textbook, *VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION 4*, provides both preliminary and follow-up activities dealing with reading, writing, speaking, and listening skills related to each literature selection. Provided with the basic text are transparencies and records related to specific lessons.

Supplementary materials have been added that structure student oral communication and encourage student writing through a media approach. A set of activity cards provides suggestions for class participation and projects.

A wide range of activities and materials are suggested as a basis for the student's exploration. The teacher may not be able to nor want to use all in one semester. Instead, the teacher is encouraged to select those materials and activities that will best accommodate the needs and interests of the student as an individual and of the class as a whole.

Materials

Code	Title	Use
VIL-4	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION 4.* Ginn & Co., 1974.	Students, Teacher
VILTN-4	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION 4, TEACHER'S NOTEBOOK.* Ginn & Co., 1974.	Teacher
VILMW-4	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION 4, MEDIA WORKSHEETS.* Ginn & Co., 1974.	Students, Teacher
VILMG-4	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION 4, MEDIA GUIDE.* Ginn & Co., 1974.	Teacher
VILT-4	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION 4, TRANSPARENCIES, VOLUME 1 AND VOLUME 2,* Ginn & Co., 1974.	Department
VILR-4	*VOICES IN LITERATURE, LANGUAGE, AND COMPOSITION 4, RECORDS 1- 6* Ginn & Co., 1974.	Department
LM-5	*THE LANGUAGE OF MAN, BOOK 5,* McDougal, Littell and Co., 1971.	Students, Teacher
LMTM-5	*THE LANGUAGE OF MAN, BOOK 5, TEACHER'S MANUAL.* McDougal, Littell and Co., 1971.	Teacher
I	*INVENTION.* Harcourt, Brace, Jovanovich, Inc., 1972.	Students, Teacher
ITM	*INVENTION, TEACHER'S MANUAL.* Harcourt, Brace, Jovanovich, Inc., 1972.	Teacher
SIC	*STEPS IN COMPOSITION.* Prentice-Hall, Inc., 1970.	Students, Teacher
SICTG	*STEPS IN COMPOSITION, TEACHER'S GUIDE.* Prentice-Hall, Inc., 1970.	Teacher
PS	*PATHWAYS TO SPEECH.* Learning Trends, Globe Book Co, Inc., 1973.	Students, Teacher
PSTG	*PATHWAYS TO SPEECH, TEACHER'S GUIDE.* Learning Trends, Globe Book Co., Inc., 1973.	Teacher
RHGU	*REFERENCE HANDBOOK OF GRAMMAR AND USAGE.* Scott, Foresman and Co., 1972.	Students, Teacher
INTAC-3	*INTERACTION ACTIVITY CARDS, LEVEL 3* Houghton Mifflin Co., 1973.	Department
INTAC-4	*INTERACTION ACTIVITY CARDS, LEVEL 4* Houghton Mifflin Co., 1973.	Department
WCD	*WEBSTER'S COLLEGIATE DICTIONARY.*	Classroom set

Materials

Code	Title	Use
ES	*ELEMENTS OF STYLE*, 2nd Edition. MacMillan Co. Inc.	Teacher
WT	*THE WRITE THING, WAYS TO COMMUNICATE D.* Houghton Mifflin Co., 1974.	Department
	30 Booklets Posters Photographs Cassette	
WTIM	Instructor's Manual	
IM	*IMAGES OF MAN, SCHOLASTIC'S CONCERNED PHOTOGRAPHER PROGRAM.* Scholastic Book Services, Inc., 1972.	Department
	4 Filmstrips 4 Cassettes Photographs	
IMTG	Teacher's Guide	
SVM	*SCHOLASTIC VOICE MAGAZINE*	Class set

150

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I. The student realizes that literature exists in more media forms than the printed page and that critical tests can apply to spoken as well as to written literary works.	VIL-4 Lesson 7, "THE DAY THE DAM BROKE," p. 102 VILMG-4 p. 8 VILR-4 Record 3, Side B VIL-4 Lesson 14, "MY WELL-BALANCED LIFE ON A WOODEN LEG," p. 199 VILMG p. 15 VILR-4 Record 4, Side B VIL-4 Lesson 25, "THE WOLFRAM HUNTERS" VILMG-4 p. 28 VILR-4 Record 6, Side A PS Unit C "THE LISTENER" Chapter 9, "The Importance of Listening," p. 54 Chapter 10, "Evaluation and Criticism," p. 58
II. The student, through careful listening, becomes aware of dialect differences in American English.	VIL-4 Lesson 2 "LOVE" VILMG-4 p. 2 VILTN-4 p. 20 VILR-4 Record 2, Side A
III. The student strives to understand what dialects are and how the English language varies in different regions of the United States and in other countries.	LM-5 "THE DIALECTS OF ENGLISH" "Dialects: What They Are," p. 63 "Dialects: How They Differ," p. 67 "Pidgin English," p. 89 "Mother Tongue," p. 90 VIL-4 Lesson 2 "LOVE," p. 14 VILTN-4 p. 20 VILMW-4 Media Worksheets, p. 9-12 VILR-4 Record 2, Side A (Regional Dialects)
IV. The student realizes that one's voice is as characteristic of his personality as are his facial features.	VIL-4 Lesson 3 "FLOWERS FOR ALGERNON" VILMG-4 p. 3 VILR-4 Record 1, Side B

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
V. The student develops his writing skills in various forms through structured writing activities, such as: Letters to the editor Précis Narrative Social comment Poetry Essays Criticism of literature Other creative and expository forms	VIL-4 Lesson 7, "THE DAY THE DAM BROKE," p. 102 VILTN-4 p. 34 VILMG-4 p. 8 VIL-4 "Accent on Tone," p. 102 "Tying in Your Own Experiences," p. 107 VIL-4 Lesson 11 "THE READER'S WRITE," p. 155 VILTN-4 p. 44 VILMG-4 p. 12 VIL-4 "Use a Force Opener," p. 156 "Get to the Point," p. 157 "Take a Stand," p. 157 "The Direct Quote," p. 157 "The Paraphrase," p. 158 "The Précis," p. 159 "State Your Case," p. 162 "Close Your Case," p. 162 "From Cumulative Sentence to Composition," p. 144 VIL-4 Lesson 14, "MY WELL-BALANCED LIFE ON A WOODEN LEG," p. 199 VILTN-4 p. 56 VILMG-4 p. 15 VIL-4 "Putting You on the Page," p. 199 "Complete Your Rough Draft," p. 210 "Polishing the Rough Draft," p. 211 "Subtraction," p. 214 "Addition," p. 213 "Substitution," p. 214 "Rearrangement," p. 215

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
V. The student develops his writing skills through structural writing activities. (cont.)	SIC A correlated program of relevant topics for composition and discussion, writing principles, spelling, vocabulary, and mechanics. SIC "The Topic Sentence," p. 15 "Paragraph Development, Part 1," p. 20 "Paragraph Development, Part 2," p. 39 "Ordering Details in a Paragraph," p. 42 "From Paragraph Principles to Essay Writing," p. 152 "Introductory Paragraph," p. 159 "Concluding Paragraph," p. 161 "The Unified Essay," p. 253 "The Essay: "Explaining a Process," p. 344 "Constructing a Definition" "Arguing and Opinion" WTIM Description — Poetry Narration — Dialogue Explanation — Definition Persuasion — Classification Journal — Outlining Letter Writing — Interpretation I Five Major Categories, with 5-7 Sub-Categories: ITM SOCIETY ECOLOGY IDENTITY DISCOVERY COMMUNICATION F 370-119: *REFLECTIONS IN SPACE* F 170-107: *IS IT ALWAYS RIGHT TO BE RIGHT?* I "War," p. 21

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
V. The student develops his writing skills through structural writing activities. (cont.)	IM Use in conjunction with pictorial essay by Don McCullen and Eugene Smith from *IMAGES OF MAN*. F 271-166 *ESSAYS ON WAR* I "ADVERTISING," p. 195 "TELEVISION," p. 201 "NEWSGATHERING," p. 207 Use in conjunction with: LM-5 "EXPRESS THROUGH MEDIA," pp. 95-157 VIL-4 Lesson 13 "THE SCREEN, THE TUBE, AND YOU," F 270-183 REPORTING AND EXPLAINING F 272-168 *CHARACTERS IN CONFLICT* F 271-176 *THE SPECIFIC IS TERRIFIC* F 271-178 *REACHING YOUR READER* F 272-166 *HOLDING THEM SPELLBOUND*
VI. The student studies common language problems which affect his writing style.	RHGU Practice in specific language difficulties, pp. 279-297 SIC "The Sentence Fragment," p. 61 "Comma Splices and Run-On Sentences," p. 69 "Coordination," p. 95 "Subordination," p. 98 "Agreement of Subject and Verb," p. 122 "Pronoun Agreement," p. 128 "The Comma," p. 126 "Other Marks of Punctuation," p. 227 "Using the Right Word," p. 282 ES

GOALS AND CONTENT		ACTIVITIES AND MATERIALS	
VII.	The student learns the importance of effective vocabulary and learns how to improve his and then to use it.	LM-5	"The Importance of an Effective Vocabulary," p. 27 "Vocabulary Building," p. 43
		LMTM-5	
		SIC	Structured lessons pertaining to vocabulary and spelling improvement are found in each chapter.
VIII.	The student reads, discusses, and draws conclusions about the use and relevancy of nonverbal communication to the conveying of meaning.	LM-5	"Of Animals and Territory," p. 3 "The Masks Men Wear," p. 9 "Positions, Points, and Postures," p. 13 "Winking, Blinking, and Nods," p. 17
		LMTM-5	
		PS	"Nonverbal Language and Body Action," pp. 18-23
IX.	The student refines his powers of oral language to achieve successful communication of important issues and ideas relevant to class readings and/or his own personal values.	VIL-4 VILTN-4 I ITM SIC SICTG LM-5 LMTM-5 IM IMTM	

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
X. The student examines and experiments with various types of speaking in different speaking situations.	PS "THE FORMS OF SPEECH," p. 64 Impromptu, p. 68 Informative, p. 73 Humorous, p. 80 Persuasive, p. 86 Inspirational, p. 92 Demonstration, p. 98 PS "PUBLIC SPEAKING" Interviews, p. 112 Welcome, p. 123 Radio and Television, p. 132 PS For structure in class discussion and debate: Chapter 24,"Discussion," p. 140 Chapter 25,"Debate," p. 144
XI. The student examines some speeches delivered by well-known people and evaluates their content, purpose, and effectiveness.	PS "SPEECHES OF FAMOUS PEOPLE," pp. 155-191
XII. The student reads *MACBETH*. He studies the dramatic form and the concept of the tragic hero.	VIL-4 Lessons 28-32, MACBETH VILTN-4 VILMW-4 VILMG-4 VILR-4 Record 6 F 260-133 *SHAKESPEARE'S THEATRE* F 355-108 *WILLIAM SHAKESPEARE* F 257-113 *MACBETH: ACT II, SCENE II* EBE *HUMANITIES: DRAMA SERIES* F 364-110 *MACBETH: THE POLITICS OF POWER* F 364-111 *MACBETH: THE THEMES OF MACBETH* F 364-112 *MACBETH: THE SECRET'ST MAN*

GOALS AND CONTENT		ACTIVITIES AND MATERIALS	
XIII.	The student recognizes modern problems of power struggles, civil unrest, and human needs as the same basic problems that have concerned man throughout time and which are explored in literature.	*GREAT THEMES OF LITERATURE SERIES*	
		NOTE: The teacher should preview this film series prior to classroom use, for it contains some graphic violence and nudity.	
		*F 373-111	*AUTHORITY AND REBELLION*
		*F 373-116	*CONSCIENCE IN CONFLICT*
		*F 373-118	*CRIME AND THE CRIMINAL*
		*F 373-115	*HEROES AND COWARDS*
		*F 373-117	*MAN AND WOMAN*
		*F 373-119	*POWER AND CORRUPTION*
XIV.	The student recognizes the importance of the writer's purpose and of his audience. He evaluates how effectively he has accomplished his goals and communicated with his audience.	VIL-4	Lesson 24 "THE BET," p. 333
		VILTN-4	p. 88
		VILMG-4	p. 26
		VIL-4	Lesson 15 "AN OCCURRENCE AT OWL CREEK BRIDGE"
		VILTN-4	p. 60
		VILR-4	Record 5, Side A
		VILMG-4	p. 16
		*F 362-140	*AN OCCURRENCE AT OWL CREEK BRIDGE*
XV.	The student reads not only for pleasure but also for information and ideas which help him form personal values.	VIL-4	Lesson 26 "THE LOTTERY," p. 359
		VILTN-4	p. 92
		VILMG-4	p. 29
		*F 270-118	*THE LOTTERY*
		*F 170-130	*A DISCUSSION OF THE LOTTERY*
		VIL-4	Lesson 9 "FLIGHT," p. 125
		VILTN-4	p. 40
		VILMG-4	p. 10

*Request must bear signature Communication Skills Department Head.

GOALS AND CONTENT		ACTIVITIES AND MATERIALS	
XV.	The student reads not only for pleasure but also for information and ideas which help him form personal values. (cont.)	VIL-4 VILTN-4 VILR-4 VILMG-4	Lesson 4 "MY SHADOW RAN FAST," p. 50 p. 6 Record 2, Side B p. 4 Discuss writer's purpose and audience
		VIL-4 VILTN-4 VILMG-4	Lesson 16 "THE MONSTER INSIDE ME," p. 232 p. 62 p. 17
		VIL-4 VILTN-4 VILMG-4	Lesson 17 "MAN'S COURAGE," p. 249 p. 64 p. 18
		F 371-130 F 273-124	*BILL COSBY ON PREJUDICE* *PREJUDICE, A LESSON TO FORGET*
		IM, VIEW Scholastic's IMAGES OF MAN (filmstrips, cassettes, and photographs)	
		Eugene Smith's *BETWEEN BIRTH AND DEATH* Discussion: Compare Smith's attitude towards "normal" ongoing life with the attitudes of classic and contemporary poets, novelists, and playwrights.	
		Cornell Capa's *TOWARDS THE MARGIN OF LIFE* Discussion: The difference between the primitive world view of the Indians based on the idea of harmony with nature and the view of western man based on the ideas that nature is to be tamed and used.	
		Don McCullin's *THE UNCERTAIN DAY* Discussion: Compare this photographic essay with the work of war novelists and essayists and with those of reporters who covered the Vietnam War.	

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
XV. The student reads not only for pleasure but also for information and ideas which help him form personal values. (cont.)	Bruce Davidson's *VOYAGES OF SELF-DISCOVERY* Discussion: What are the risks involved in committing one's self to a cause? The rewards? What common themes emerge in the different settings within this essay? For additional discussion and project ideas: IMTG — Eugene Smith, pp. 24-32 Bruce Davidson, pp. 50-62 Cornell Capa, pp. 76-80 Don McCullin, pp. 98-106 *VOICE MAGAZINE* LM-5 — "COPING WITH THE MASS MEDIA" "The Mass Media Language," p. 97 "The Camera and the Audience," p. 103 "The New Movies," p. 111 "How to Talk Back To Your TV Set," p. 119 "The New Languages," p. 143 VIL-4 — Lesson 5 "THE DAY OF THE BULLET," p. 60 VILTN-4 — p. 30 VIL-4 — How Well Do You Read Photographs," p. 60 VIL-4 — Lesson 13 "THE SCREEN, THE TUBE, AND YOU," p. 184 VILTN-4 — p. 50 VILMG-4 — p. 14 VIL-4 — Lesson 10 "SHE WORE A PINK DRESS," p.146 VILTN-4 — p. 42 VILMG-4 — p. 11 VIL-4 — Lesson 19 "THE CHILDREN'S STORY," p. 276 VILTN-4 — p. 76 VILR-4 — Record 5, Side B VILMG-4 — p. 20

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
XV. The student reads not only for pleasure but also for information and ideas which help him form personal values. (cont.)	Discussion: The student as a target of television advertising, magazine ads, and political campaigns. SFS 771-428 *"MASS MEDIA: IMPACT ON A NATION"* (2 parts) VILMG For creative media activities, see Lessons 6,12,18,20,21,22,24,26, and 27.

Materials available from Audiovisual Services

F 370-119 *REFLECTIONS IN SPACE*
F 170-107 *IS IT ALWAYS RIGHT TO BE RIGHT?*
F 271-166 *ESSAYS ON WAR*
F 270-183 *REPORTING AND EXPLAINING*
F 272-168 *CHARACTERS IN CONFLICT*
F 271-176 *THE SPECIFIC IS TERRIFIC*
F 271-178 *REACHING YOUR READER*
F 272-166 *HOLDING THEM SPELLBOUND*
F 371-130 *BILL COSBY ON PREJUDICE*
F 273-124 *PREJUDICE, A LESSON TO FORGET*
F 260-133 *SHAKESPEARE'S THEATRE*
F 355-108 *WILLIAM SHAKESPEARE*
F 257-113 *MACBETH: ACT II, SCENE II*
EBE *HUMANITIES: DRAMA SERIES*
F 364-110 *MACBETH: THE POLITICS OF POWER*
F 364-111 *MACBETH: THE THEMES OF MACBETH*
F 364-112 *MACBETH: THE SECRET'ST MAN*
GREAT THEMES OF LITERATURE SERIES
*F 373-111 *AUTHORITY AND REBELLION*
*F 373-116 *CONSCIENCE IN CONFLICT*
*F 373-118 *CRIME AND THE CRIMINAL*
*F 373-115 *HEROES AND COWARDS*
*F 373-117 *MAN AND WOMAN*
*F 373-119 *POWER AND CORRUPTION*

*F 362-140 *AN OCCURRENCE AT OWL CREEK BRIDGE*
*F 270-118 *THE LOTTERY*
*F 170-130 *A DISCUSSION OF THE LOTTERY*

Sound Filmstrips

SFS 771-428 *MASS MEDIA: IMPACT ON A NATION* (2 parts)

*Request must bear signature of Communications Skills Department Head

Reading

READING

05301-2 Reading Improvement 1, 2

05310 Speed Reading

05320 Advanced Reading Techniques

COURSE DESCRIPTION

Reading Improvement 1 gives students who read at the eighth grade level or below a chance to learn and apply basic reading skills, vocabulary building, sentence comprehension, and other skills essential to individual growth. This course is helpful to any student who needs reading skills improvement through much individualized or small group work. Reading matter is drawn primarily from magazines, short stories, and paperback novels.

Students scoring at or below 7.4 (ITBS Reading Average) would do well to select Reading Improvement 1 and 2 as their required basic communications skills course in grade 9. Any combinations of Reading Improvement 1 and 2 and Communications Labs 1,2, or 3 would also help students meet their requirement and prepare for future electives in the communication skills.

GOALS: The student improves his reading skills through a review of word attack (based on diagnosis of phonetic and structural analysis skills needed) and through an extension of his reading vocabulary.

The student acquires command of reading materials by learning to use comprehension (interpretive) skills when he reads.

NOTE: There are many reasons why students of the same age read at various levels. To help any student move from the level at which he enters the course to a higher level of reading skill, this course offers work in the basic reading skills, encouragement to read, and interesting materials, including paperback classroom libraries on subjects which interest high school students. An abundance of materials of overlapping levels of difficulty are provided. Since these materials can serve students of varying reading abilities, students should be grouped within the class according to their reading scores or their specific difficulties. Individualized and small group work is essential to the teaching and learning of reading techniques; therefore, class size of 20 students is strongly recommended.

READING IMPROVEMENT 1 05301

Basic Class Texts	Use
BASIC READING SKILLS	Students, Teacher
BASIC READING SKILLS, TEACHER'S EDITION	Teacher
BE A BETTER READER I	Students
BE A BETTER READER I, TEACHER'S EDITION	Teacher
BE A BETTER READER II	Students
BE A BETTER READER II, TEACHER'S EDITION	Teacher
BE A BETTER READER III,	Students
BE A BETTER READER III, TEACHER'S EDITION	Teacher
TACTICS IN READING I	Students
GUIDEBOOK FOR TACTICS IN READING I	Teacher
TACTICS IN READING II	Students
GUIDEBOOK FOR TACTICS IN READING II	Teacher
DIMENSIONS, SCOPE READING SKILLS 2	Students
WIDE WORLD, SCOPE READING SKILLS 1	Students
ACROSS AND DOWN, SCOPE READING SKILLS 1	Students

169

Basic Class Texts	Use
READING FOR CONCEPTS, A	Students
READING FOR CONCEPTS, B	Students
READING FOR CONCEPTS, C	Students
READING FOR CONCEPTS, D	Students
READING FOR CONCEPTS, E	Students
READING FOR CONCEPTS, F	Students
READER'S DIGEST EDUCATIONAL EDITION	Class set
CITY LIMITS I SERIES (8 SHORT STORIES)	2 sets per teacher
READING SHELF I (10 SHORT STORIES)	1 set per teacher
SRA READING LAB, READING FOR UNDERSTANDING JR. ED.	1 kit per teacher
SCOPE VISUALS I SET	1 set per teacher
WEBSTER'S STUDENT DICTIONARY	1 set per teacher
NEWSPAPERS	Department

167

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I. The student improves in those word-attack skills which the teacher's diagnosis indicates are weak: Vowel and consonant sounds Vowel and consonant digraphs and blends Prefixes and suffixes Plural, tense, and comparative endings Syllabication Compounds *If he has command of word-attack skills he skips this objective.*	Extend basic word background, using *BE A BETTER READER I, II* *BASIC READING SKILLS* *SCOPE VISUALS 6,7,9;* *SOUND SKILLS FOR UPPER GRADES (3 albums)* *SCOPE READING SKILLS* *ACROSS AND DOWN* *NEWSPAPERS*
II. The student learns ways to expand his vocabulary and tries to incorporate newly-learned words into his speaking and writing as well as his reading vocabulary.	Use dictionary for spelling and vocabulary. Work on root word recognition, synonyms and antonyms, context clues, rhymes. *ACROSS AND DOWN* *BASIC READING SKILLS* *GETTING ACQUAINTED WITH YOUR LIBRARY (8 transparencies)* *SCOPE VISUALS 2,10,11* *NEWSPAPERS* *WEBSTER'S STUDENT DICTIONARY*

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
III. The student improves his recognition of and use of patterns of organization of sentences and paragraphs.	Learn sentence structure and paragraph order to establish proper sequence of ideas. (Subject-predicate-identifying words). *WIDE WORLD* *BASIC READING SKILLS* *BE A BETTER READER I, II, III* *SCOPE VISUALS - 1,4* *NEWSPAPERS*
IV. The student reads for understanding as he improves his comprehension skills.	Learn to grasp the main idea by recognizing key words in sentences. Note factual words and phrases as well as detail words and phrases. *SRA READING LAB* *DIMENSIONS* *BASIC READING SKILLS* *READING FOR CONCEPTS A-F* *SCOPE VISUAL - 1* *NEWSPAPERS*
V. The student strives to understand relationships of various kinds between words and ideas.	Analyze relationships among all parts of a topic: words, sentences, paragraphs, ideas. Use graphs of various types to present ideas. Work on abstract words and phrases. Contrast these to concrete words and phrases. See the purposes and uses of both abstract and concrete language. *BE A BETTER READER I, II, III* *BASIC READING SKILLS* *READING FOR CONCEPTS* *CITY LIMITS I* *READING SHELF I* *SCOPE VISUALS 3* *NEWSPAPERS*

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
VI. The student draws valid conclusions based upon his understanding of the evidence presented and the ideas expressed in written materials.	Understand writer's opinions. Draw own conclusions, but be sure they are based on evidence. Further develop grasp of chronological sequence. *BE A BETTER READER I, II, III* *BASIC READING SKILLS* *CITY LIMITS I* *READING SHELF I* *NEWSPAPERS*
VII. The student practices his reading skills daily by reading materials which interest him.	Activity: Class reading for part of a class period--free reading--is a very effective technique. The student should have frequent opportunities to discuss his reading, be it a book, a magazine, or a daily newspaper, with fellow students and with his teacher. The teacher need not read every piece of material the student reads. Perhaps the teacher will share with the student his reactions to and opinions about his own reading. It does not hurt the student to see his teacher avidly reading, and some reading experts recommend that during free reading sessions, the teacher also enjoy the privilege. Paperback library selections School library selections Magazines on classroom magazine table or from school library Newspapers Short stories available to class

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
VIII. The student enjoys reading and actively seeks out reading experiences.	The student might go to the library of his own volition, or he might bring in to discuss with the teacher a book he has selected or even purchased. The attainment of this goal is an affective and hoped-for result of the encouragement the student receives, but the teacher should not be discouraged if students do not achieve it. If the students are able to read better and if they are a little more willing to do so, then they have made progress. Materials chosen by the student.

READING IMPROVEMENT 1

05301

MATERIALS RECOMMENDED

SKILL	BASIC READING SKILLS	TACTICS I	TACTICS II	BE A BETTER READER III	ACROSS AND DOWN
Context Clues	pp. 7-23	pp. 14-16	pp. 13-20		
Vowel Sounds	41-46	28-33	31-34	16,17,32,33	13,18,24,29,30, 36,37,42,46,48,62
Consonant Sounds	36-40	27	31-34	30-31	13,31,34,38,39,40
Digraphs				31	22
Suffixes	25,31,32	19-22,26 95-100	24-25-30	15,48,49,67 99	
Prefixes	25,31,32, 28-30, 33-35	23-26 95-100	21-23,25-30	15,48,49,67, 99	45
Syllabication	47-53	34-37	31,32	50-51, 66-67	
Root Words	24-25	95-100	25-30	98	
Compounds		17-18		34	
Antonyms & Synonyms, Comparisons		56	63-65, 95-96	68,69	19,32
Accent		40-41	32,33	83	
Dictionary	54-57	39	35-40	112,167-177	55

MATERIALS RECOMMENDED

SKILL	BASIC READING SKILLS	TACTICS I	TACTICS II	BE A BETTER READER III	ACROSS AND DOWN
Analogy) Inferences)	89-90	75-82	81-90	112-114	
Sources of Information				114, 128-130 178-185	
Rate & Skimming				134-136,151	

Materials available from Audiovisual Services

Films

F 272-165	*CHOOSING BOOKS TO READ*
F 272-161	*ENGLISH ON THE JOB: READING SKILLS*
F 152-104	*HOW TO READ NEWSPAPERS*

Filmstrips

SFS 769-501	*READING THE DAILY NEWSPAPER*
SFS 769-502	*UNDERSTANDING FEATURE STORIES*
FS 664-196	*CLASSIFICATION OF SENTENCES*
FS 664-201	*CLAUSES PART 1*
FS 664-202	*CLAUSES PART 2*
FS 664-198	*DIRECT AND INDIRECT OBJECTS AND SUBJECT COMPLEMENTS*
FS 664-199	*PHRASES PART 1*
FS 664-200	*PHRASES PART 2*
FS 664-203	*PROBLEMS OF AGREEMENT*
FS 664-204	*PROBLEMS OF SENTENCE CONSTRUCTION*
FS 664-197	*SUBJECTS AND PREDICATES*

COURSE DESCRIPTION

Same as course 05301, continued. Reading skills improvement, as needed, individually prescribed.

GOALS: The student reinforces reading skills he has already acquired.

The student acquires word and sentence power so that reading can become a source of enjoyment and knowledge.

NOTE: This course is similar to Reading Improvement 1 in that it is for students who read below grade level but it is not for those in the lowest reading groups. It may be taken as a second semester course, following Reading Improvement 1, or it may be taken as a first reading course or an only reading course. Students who have some command of most of the reading skills but who still need work in improving comprehension would find this course useful.

The teacher should establish groupings that will allow pupils to work together on specific skills and should provide for some individual instruction. Ample material is provided so that a student can work on the skills he needs to learn or reinforce. No student should waste his time revisiting skills he knows well.

Title	Use
READING FOR CONCEPTS, BOOKS F	Students, Teacher
READING FOR CONCEPTS, BOOKS G	Students
READING FOR CONCEPTS, BOOKS H	Teacher
BE A BETTER READER II	Students
BE A BETTER READER II, TEACHER'S EDITION	Teacher
BE A BETTER READER III	Students
BE A BETTER READER III, TEACHER'S EDITION	Teacher
BE A BETTER READER IV	Students
BE A BETTER READER IV, TEACHER'S EDITION	Teacher
CITY LIMITS II SERIES (8 short stories)	2 sets per teacher
DIRECTIONS KIT LEVEL II, (including TEACHER'S RESOURCE BOOK)	1 set per teacher
READING SHELF II (10 short stories)	2 sets per teacher
SPRINT SCOPE SPEED READING SKILLS I	Students
SPOTLIGHT SCOPE READING, SKILLS III	Students
READER'S DIGEST EDUCATIONAL EDITION	1 set per teacher
SRA READING LABORATORY 3 A	1 set per teacher
TACTICS IN READING I	Students
GUIDEBOOK FOR TACTICS IN READING I	Teacher
TACTICS IN READING II	Students
GUIDEBOOK FOR TACTICS IN READING II	Teacher
VOCABULARY FOR THE HIGH SCHOOL STUDENT	Students
WEBSTER'S STUDENT DICTIONARY	1 set per teacher
MINI-UNITS IN READING, BOOK 1	Students
MINI-UNITS IN READING, BOOK 2	Students

176

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I. The student reviews word structure. He concentrates on aspects of word structure which teacher's diagnosis indicates he does not know.	Review root words, prefixes, suffixes, compounds, tense ending, syllabication. *SRA READING LABORATORY 3 A* *BE A BETTER READER I, II, III* *VOCABULARY FOR THE HIGH SCHOOL STUDENT* *TACTICS IN READING* *SCOPE VISUALS 9, 10, 12*
II. The student analyzes sentence patterns and learns to use context clues automatically	Understand relationship of parts of sentence; context clues; involved sentence structure. *SCOPE VISUAL 4* *BE A BETTER READER, I, II, III* *TACTICS IN READING*
III. The student improves his reading comprehension and learns to deal with inferences and abstractions.	Understand concrete and abstract concepts; comparison through analogies and direct comparison; story content and basic purposes of the writer for the story plot and goals. *DIRECTIONS* *SCOPE VISUALS 5* *SPOTLIGHT* *CITY LIMITS 2*

177

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
IV. The student increases his rate of reading and adjusts his rate to the purposes and kinds of reading he is doing.	Develop different reading rates for various types of printed material, including literature, and for various purposes. Develop reading by grouping words in meaningful thoughts. Acquire some knowledge of how to skim. Recognize faults in "lip" and"finger" reading. Break these habits. *SPRINT* *SRA READING LABORATORY* *READING SHELF II*
V. The student develops his reference skills to a functional level. He practices their application.	Develop library skills: encyclopedia, atlas, reference books for specific areas Learn to read plane, train and bus schedules. *USE THE LIBRARY* (6 color film strips) *THE CARD CATALOG* (9 transparencies) *VOCABULARY FOR THE HIGH SCHOOL STUDENT* *KSLH: FUN FROM THE DICTIONARY*
VI. The student continues to grow in his enjoyment of reading.	Free-reading; share discussions and reactions to materials read. Students should be urged to talk about their reading with fellow students and the teacher. *PAPERBACK CLASSROOM LIBRARY* *MAGAZINES FROM CLASSROOM TABLE OR RACK OR FROM LIBRARY* *NEWSPAPERS* *MATERIALS OF THE STUDENT'S CHOICE*

178

MATERIALS RECOMMENDED

SKILL	BASIC READING SKILLS	TACTICS I	TACTICS II	BE A BETTER READER III	ACROSS AND DOWN
Context Clues	pp. 7-23	pp. 14-16	pp. 13-20		
Vowel Sounds	41-46	28-33	31-34	16,17,32,33	13,18,24,29,30,36 37,42,46,48,62
Consonant Sounds	36-40	27	31-34	30,31	13,31,34,38,39,40
Digraphs and Blends				31	22
Suffixes	25,31,32	19-22,26 95-100	24,25-30	15,48,49,67 99	
Prefixes	25,31,32 28-30, 33-35	23-26 95-100	21-23, 25-30	15,48,49,67 99	45
Syllabication	47-53	34-37	31,32	50,51, 66-67,	
Root Words	24-25	95-100	25-30	98	
Compounds		17-18		34	
Antonyms &) Synonyms,) Comparisons)		56	63-65, 95-96	68,69	19,32
Accent		40,41	32,33	83	
Dictionary	54-57	39	35-40	112,167-177	55

179

MATERIALS RECOMMENDED

SKILL	BASIC READING SKILLS	TACTICS I	TACTICS II	BE A BETTER READER III	ACROSS AND DOWN
Analogy) Inferences)	89-90	75-82	81-90	112-114	
Sources of Information				114-128-130 178-185	
Rate & Skimming				134-136, 151	

Materials available from Audiovisual Services

Films

F 272-165	*CHOOSING BOOKS TO READ*
F 272-161	*ENGLISH ON THE JOB: READING SKILLS*
F 152-104	*HOW TO READ NEWSPAPERS*

Filmstrips

SFS 769-501	*READING THE DAILY NEWSPAPER*
SFS 769-502	*UNDERSTANDING FEATURE STORIES*
FS 664-196	*CLASSIFICATION OF SENTENCES*
FS 664-201	*CLAUSES PART 1*
FS 664-202	*CLAUSES PART 2*
FS 664-198	*DIRECT AND INDIRECT OBJECTS AND SUBJECT COMPLEMENTS*
FS 664-199	*PHRASES PART 1*
FS 664-200	*PHRASES PART 2*
FS 664-203	*PROBLEMS OF AGREEMENT*
FS 664-204	*PROBLEMS OF SENTENCE CONSTRUCTION*
FS 664-197	*SUBJECTS AND PREDICATES*

SPEED READING

05310

COURSE DESCRIPTION:

Gives students who are reading at the ninth-grade level or above concentrated work on improving rate of reading of fictional and nonfictional materials. Although aimed at the college-bound student primarily, it is open to any student who has facility in reading but wishes to increase his rate. Reading booklets will be used, but the greatest emphasis will be on the use of the controlled reader for individual and small group practice.

GOALS:

The student makes a concentrated effort to increase his rate of reading and speed of comprehension.

The student employs vocabulary study to assist his acceleration.

The student learns the necessity of varying his rate of reading according to the complexity or type of material he is reading.

NOTE:

The EDL Controlled Reader Sets are to be carefully used with students, individually or in groups, to achieve the desired effects. This material is to be used at the appropriate rates for different persons or for small reading groups.

It is imperative that the class be divided into groups for proper use of the materials.

Individuals or groups can move from one set of materials to another as intact units. Allowance should be made for individual movement from one rate or group to another as the student progresses.

Materials

Title	Use
POWER AND SPEED IN READING	Students
THREE DIMENSIONS OF VOCABULARY GROWTH	Students
THREE DIMENSIONS OF VOCABULARY GROWTH, ANSWER KEY	Teacher
SKILLS IN READING, BOOK 1	Students
SKILLS IN READING, BOOK 2	Students
BETTER AND FASTER READING	Students
COLLEGE READING PROGRAM ONE	Department
COLLEGE READING PROGRAM ONE, INSTRUCTOR'S GUIDE	Department
COLLEGE READING PROGRAM TWO	Department
COLLEGE READING PROGRAM TWO, INSTRUCTOR'S GUIDE	Department
WEBSTER'S NEW COLLEGIATE DICTIONARY	Class Set
EDL CONTROLLED READER FILMSTRIPS	Department
Set GH	
Set IJ	
Set JI	
Set KL	
Set LK	
Set MN	
EDL CONTROLLED READER STUDY CARDS	Department
Set GH	
Set IJ	
Set JI	
Set KL	
Set LK	
Set MN	

Materials

Title	Use
EDL TACHISTOSCOPE (TACH X) FILMSTRIPS	Department
Set 30: Intermediate Numbers	
Set 40: Advanced Accuracy	
Set V-789 Vocabulary, Grades 7,8,9	
Set V-10, 11 Vocabulary, Grades 10,11	
Set V-12, 13 Vocabulary, Grades 12,13	

NOTE: ALL MATERIALS SHOULD BE USED AS NEEDED TO MEET THE GOALS.

EQUIPMENT: All equipment is for the Communication Skills Department, to be used in READING classes.

EDL CONTROLLED READER, SENIOR

EDL CONTROLLED READER, JUNIOR

EDL TACHISTOSCOPE (TACH X)

LSI READING TUTOR

SRA READING ACCELERATOR

PANASONIC TAPE RECORDERS, CASSETTE

LISTENING CENTER, HEADPHONES

STUDY CARRELS

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I. The student develops and uses methods of improving and expanding his reading and speaking vocabulary.	Pursue specific etymology and categorical history of words.
II. The student adjusts his reading rate to the kind of material he is reading.	The reading rate can be determined by having the entire class read a filmstrip with the Controlled Reader set at a slow speed and then increased with the students dropping out and noting the level at which they find the rate too fast to follow. EDL Filmstrips and Study Cards are excellent materials for building and checking speed of comprehension.
III. The student increases his speed of comprehension in all types of reading.	NOTE: *STANDARD TEST LESSONS IN READING, BOOKS D,E,F* are available in each school. See Department Head.
IV. The student develops the habit of reading outside the classroom for information and for pleasure. He seeks to understand written materials on both the literal and figurative levels, as appropriate to the particular reading.	The student should be encouraged to read short stories, newspapers, and magazine articles and to time himself when he is reading outside the classroom. He should concentrate on getting the major facts and ideas and on using an appropriate speed. He should check rate and speed as he reads text books used in his other classes. Home and library magazines and newspapers School text books

COURSE DESCRIPTION

Advanced Reading Techniques gives the student who is reading at the ninth-grade level or above the chance to refine his reading techniques by concentration on comprehension and topic development in various literary forms. Improving understanding of abstract reading material is a major objective. The student studies the peculiarities of the English language and develops the ability to use the level of language best suited to any situation. Students are given help with the techniques of reading for academic knowledge, with special emphasis on those needed in subject content areas, as well as the techniques of reading for enjoyment.

GOALS

The student who reads at the ninth grade level or above refines his skills and applies these skills to increasingly difficult reading materials.

The student applies reading skills to materials containing abstract and complex sets of ideas.

The student increases his reading rate as he emphasizes comprehension of readings in differing academic disciplines.

Basic Class Texts

Title	Use
READING FOR UNDERSTANDING, SENIOR	1 kit per classroom
BE A BETTER READER IV, V, VI	Students
MODERN AMERICAN SPELLING	Students
BREAKING THE WORD BARRIER	Students, Teacher
PATTERN FOR READING	Students, Teacher
PATTERN FOR READING, TEACHING GUIDE	Teacher
READING SKILLS FOR YOUNG ADULTS	Students, Teacher
TACTICS IN READING II	Students, Teacher
GUIDEBOOK FOR TACTICS IN READING II	Teacher
TACTICS IN READING III	Students, Teacher
GUIDEBOOK FOR TACTICS IN READING III	Teacher
PROGRAMMED VOCABULARY	Students, Teacher
WEBSTER'S COLLEGIATE DICTIONARY	1 set per classroom
FILMSTRIPS FOR CONTROLLED READER: IJ, JI, LK, KL: MN	1 set per school
MCCALL CRABBS STANDARD TEST LESSONS IN READING, BOOKS D,E, AND F	Students, Teacher

187

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I. The student develops and applies methods of improving and expanding his reading and speaking vocabularies.	*ROGET'S THESAURUS* *PROGRAMMED VOCABULARY* *MODERN AMERICAN SPELLING* *KSLH: FUN FROM THE DICTIONARY* Use Thesaurus for antonyms and synonyms. Study glossaries of terms peculiar to occupations and professions (jargon). Study the history of language and its changes. Make class dictionaries as new words are encountered, especially slang, cant, and jargon.
II. The student improves the accuracy and speed of his comprehension of both literal and figurative writing.	*BE A BETTER READER V, VI* *PATTERNS FOR READING* Learn to read between the lines: relate reading matter to personal experiences and appreciate differences in style, plot, character development, etc. *READING SKILLS FOR YOUNG ADULTS* *TACTICS IN READING II, III* Concentrate on details and facts in reading matter from math and science and on reading for problem-solving in general.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
III. The student increases his rate and adjusts his speed to the kind of material he is reading.	*BE A BETTER READER VI* *PATTERNS FOR READING* *READING SKILLS FOR YOUNG ADULTS* *McCALL CRABBS, STANDARD TEST LESSONS IN READING, BOOKS D,E,F,* Vary rate of reading speed according to the kind of material being read: skimming, detailed reading, previewing, etc.
IV. The student develops, improves, and applies a variety of reference skills.	*THE REFERENCE COLLECTION AND THE DICTIONARY* (9 transparencies) School, public libraries Develop individual familiarity with library resource books, microfilm, and other materials by locating and using these for reference - for checking facts and seeking original sources. Abridged and unabridged dictionaries *MODERN AMERICAN SPELLING* *KSLH: FUN FROM THE DICTIONARY* Make and post a listing of all the public and private libraries in the metropolitan area and indicate their special functions (if any).

ERIC 189

Writing

WRITING

05341 Write Now 1

05342 Write Now 2

05343 Write Now 3

05344 Write Now 4

COURSE DESCRIPTION

Write Now 1 is for the student who wants to develop basic writing ability. This course relies heavily upon personal journals and helps him to identify his writing needs as well as his possible writing desires. Each writing course is designed primarily for the student who reads at the ninth-grade level or above.

GOALS:

The student develops his basic writing skills so that he can clearly communicate his personal observations and ideas.

The student realizes he has the potential ability to become a good writer.

Materials

Code	Title	Use
W	*WRITING: UNIT LESSONS IN COMPOSITION, FOUNDATIONS BOOK A*, Ginn & Co., 1967.	Students
W	*WRITING: UNIT LESSONS IN COMPOSITION, FOUNDATIONS BOOK B*, Ginn & Co., 1971.	Students
W	*WRITING: UNIT LESSONS IN COMPOSITION, FOUNDATIONS BOOK B*, Ginn & Co., 1971.	Students
W-TG	*WRITING: UNIT LESSONS IN COMPOSITION FOUNDATIONS BOOK, TEACHING GUIDE.* Ginn & Co., 1971.	Teacher
WT	*WRITING: UNIT LESSONS IN COMPOSITION FOUNDATIONS BOOK, TRANSPARENCIES,* Ginn & Co., 1971.	Department
SW-1	*SUCCESS IN WRITING 1*, Addison-Wesley Publishing Co., 1971.	Students
SW-1-TM	*SUCCESS IN WRITING 1, TEACHER'S MANUAL*, Addison-Wesley Publishing Co., 1974.	Teacher
MAS	*MODERN AMERICAN SPELLING*, Webster Division, McGraw-Hill Book Co., 1971.	Students, Teacher
RHGU	*REFERENCE HANDBOOK OF GRAMMAR AND USAGE*, Scott, Foresman & Co., 1972.	Students, Teacher
CW-3	*THE CREATIVE WORD 3*, Random House, 1973.	Students, Teacher
IV-1	*INCREASE YOUR VOCABULARY BOOK 1*, Cambridge Book Co., 1971.	Students
IV-1K	*INCREASE YOUR VOCABULARY, BOOK 1, ANSWER KEY*, Cambridge Book Co., 1971.	Teacher
WCD	*WEBSTER'S NEW COLLEGIATE DICTIONARY*	Class Set

193

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I. The student keeps a daily journal of his personal activities, ideas, and reactions.	NOTE TO TEACHER: Journal writing should be started as early as possible in the semester. In introducing journal writing, stress the following ideas: 1. Many people keep a journal or diary, a book in which they write something every day. 2. As part of the regular daily routine of the class period, each student writes his journal entry, dating it like a diary. 3. Entries in the journal may include personal activities and experiences, opinions, ideas, observations, or reactions to questions in the readings. In his notebook, each student keeps a section for journal writing. 4. Journal writing is not graded. The teacher reads in the journals from time to time and perhaps makes some marginal notes or comments.
II. The student begins building solid habits of correctness in writing sentences and paragraphs.	CW-3 SW-1 Chapter 1 W (Use in sequential form for best development). SW-1 Chapter 8.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	In this program it is important to give students frequent opportunities to express their thoughts by writing on subjects of interest within their capabilities, starting with WHERE THEY ARE. At times the interest should be on writing a single sentence, if this is what the students need. Writing short compositions not only gives students a task within their abilities, but also has the added advantage of giving the teacher time to evaluate the students' work and plan the next lesson. Spelling, usage, and mechanics should be taught as the need arises. As the teacher reads the compositions, he should jot down errors which seem to be common and have a follow-up lesson in usage and mechanics based on these needs of the students. Students may be referred to pages in RHGU.
A. He becomes aware of common errors which are part of his writing pattern. B. He practices writing paragraphs using inductive, deductive, and combination structures. C. He learns to use convincing detail to support his topic sentences. D. He proofreads his work to seek errors in organization and structure, mechanics and usage.	RHGU pp. 1,2, 154-159 MAS pp. 1-22 ACTIVITY: Proofreading is to be encouraged in all writing courses. The student must proofread his own material. Students should exchange their compositions and read each other's work, offer suggestions for improvement, and indicate errors.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
III. The student improves his writing by learning new words and using them precisely. He avoids catch phrases and cliches.	IV-1 SW-1 Chapter 9 CW-3 WCD
IV. The student writes various kinds of papers.	NOTE: Use newspapers and magazines as examples of writing in a variety of forms and for differing purposes.
B. He writes short expository pieces, such as explanations, descriptions, and directions.	SW-1 Chapters 6,10
C. He writes short creative pieces.	NOTE: The students and teacher can select topics which will excite the students' interest. Sometimes such topics as "Shoes," "How to Have Fun on $1.25," lead to excellent writing. SW-1 Chapter 9
V. The student studies his progress through the semester by comparing his early to his final work. He notes his improvement in structure, correctness, and style. He recognizes remaining deficiencies in his writing.	RNGU ULC CW-3

Materials available from Audiovisual Services

Films

F 272-169	*ENGLISH ON THE JOB: WRITING SKILLS*
F 171-153	*EFFECTIVE WRITING: LEARNING FROM ADVERTISING LANGUAGE*
F 271-177	*EFFECTIVE WRITING: REVISE AND IMPROVE*
F 271-178	*REACHING YOUR READER*
F 270-183	*REPORTING AND EXPLAINING*
F 271-176	*THE SPECIFIC IS TERRIFIC*
F 161-102	*COMPREHENSION SKILLS*
F 272-166	*HOLDING THEM SPELLBOUND*

Filmstrips

These filmstrips are recommended for use with students who need extra help in the fundamentals.

FS 664-203	*PROBLEMS OF AGREEMENT*
FS 664-204	*PROBLEMS AS SENTENCE CONSTRUCTION*
FS 664-197	*SUBJECTS AND PREDICATES*
FS 664-199	*PHRASES, PART 1*
FS 664-200	*PHRASES, PART 2*
FS 664-198	*DIRECT AND INDIRECT OBJECTS AND SUBJECT COMPLEMENTS*
FS 662-154	*SUMMARIZING*

STEPS IN BUILDING A PARAGRAPH SERIES

FS 665-171 *STEPS 1-3*

FS 665-172 *STEPS 4-5*

FS 665-173 *STEPS 6-7*

FS 665-174 *STEPS 8-9*

198

COURSE DESCRIPTION

The student who has acquired the basic writing skills expresses his creativity using various writing structures, such as the short story, poem, or play.

GOALS:

The student becomes familiar with imaginative literary forms and uses them to express personal emotions and ideas.

The student writes creative and imaginative pieces.

GST

Materials

Code	Title	Use
WI-A	*WRITING: UNIT LESSONS IN COMPOSITION, BOOK IA*, Ginn & Co., 1970.	Students
WI-B	*WRITING: UNIT LESSONS IN COMPOSITION, BOOK IB*, Ginn & Co., 1970.	Students
WI-C	*WRITING: UNIT LESSONS IN COMPOSITION, BOOK IC*, Ginn & Co., 1970.	Students
WITG	*WRITING: UNIT LESSONS IN COMPOSITION, IA, IB, IC, TEACHING GUIDE*, Ginn & Co., 1970.	Teacher
WIT	*WRITING: UNIT LESSONS IN COMPOSITION 1, TRANSPARENCIES*, Ginn & Co.,	Department
SW-2	*SUCCESS IN WRITING 2*, Addison-Wesley Publishing Co., 1974.	Students, Teacher
SW-2-TM	*SUCCESS IN WRITING 2, TEACHER'S MANUAL.* Addison-Wesley Publishing Co., 1974.	Teacher
MAS	*MODERN AMERICAN SPELLING*, Webster Division, McGraw-Hill, 1971.	Students, Teacher
CW-4	*THE CREATIVE WORD 4*, Random House, Inc., 1973.	Students, Teacher
IV-2	*INCREASE YOUR VOCABULARY, BOOK 2*, Cambridge Book Co., 1971.	Students, Teacher
RHGU	*REFERENCE HANDBOOK OF GRAMMAR AND USAGE*, Scott, Foresman, and Co., 1972.	Students, Teacher
SS	*STYLE AND STRUCTURE*, Harcourt, Brace, Jovanovich, Inc., 1972.	Students, Teacher
SSTM	*STYLE AND STRUCTURE, TEACHER'S MANUAL.* Addison-Wesley Publishing Co., 1974.	Teacher
WCS	*WRITING INCREDIBLY SHORT PLAYS, POEMS, STORIES.* Harcourt, Brace, Jovanovich, Inc., 1972.	Students
WCS-TE	*WRITING INCREDIBLY SHORT PLAYS, POEMS, STORIES. TEACHER'S EDITION*, Harcourt, Brace, Jovanovich, Inc., 1972.	Teacher
WCD	*WEBSTER'S NEW COLLEGIATE DICTIONARY*	Class Set

203

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I. The student reads short stories, poems, and plays as sources of ideas and provokers of emotional response. He writes pieces of his own using these forms to express his thoughts and feelings.	W-IA, IB,IC SS SW-2 Chapter 3
A. He notes the uses of words in poetry and the concentrated succinctness of poetic form as contrasted with prose form.	IV-2 CW-4 WCD
B. He notes the use of figurative language in conjunction with literal construction.	SS
C. He attempts to write a poem.	CW-4 SW-2 Chapter 11, p. 139. RHGU
D. He studies the form and structure of the short story.	
E. He attempts to write a short, short story in cooperation with other student(s) or alone.	SW-2 Chapters 6,7,8, CW-4 RHGU
F. He studies the structure of the play.	
G. He attempts to write a play in cooperation with other student(s) or alone.	SW-2

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
II. The student reads reviews of plays, books, and poetry. He writes examples of each of these.	ACTIVITY: The student may review television dramatic presentations and/or films. To add to class interest, several students can plan to write reviews of the same play or film and then compare their analyses and responses. RHGU MAS IV-2 SW-2 Chapter 10
III. The student continues to improve his use of language, his vocabulary, his accuracy of mechanics and usage, and his sentence and paragraph structure as he writes in creative forms.	NOTE: Proofreading is to be encouraged throughout all the writing courses. Students must proofread their own material. Class exchanges for checking each other's work is interesting, practical experience.

202

Materials available from Audiovisual Services

Films

F 267-121	*POEMS WE WRITE*
F 263-132	*POETRY FOR ME*
*F 162-106	*DREAM OF WILD HORSES*
F 269-116	*HAIKU*
F 271-177	*EFFECTIVE WRITING: REVISE AND IMPROVE*
F 272-169	*ENGLISH ON THE JOB: WRITING SKILLS*
F 271-176	*THE SPECIFIC IS TERRIFIC*

Filmstrips

DEVELOPMENT OF THE SHORT STORY SERIES

SFS 760-402	*EARLY DEVELOPMENT*
SFS 760-405	*INTERPRETATION AND EVALUATION OF THE SHORT STORY*
SFS 760-403	*LATE 19th AND EARLY 20th CENTURY DEVELOPMENT*
SFS 760-404	*MODERN DEVELOPMENT*

*Request must bear signature of Communication Skills Department Head.

WRITE NOW 3

05343

COURSE DESCRIPTION

Write Now 3 is for the student who wants to develop his writing skills, to practice persuasion and phrasing for particular audiences, and to become acquainted with basic research skills.

GOALS:

The student exhibits a high degreee of skill in word and phrase manipulation and uses these skills to present particular views to specific critical audiences.

The student develops skills in research techniques, gathers pertinent information and uses it to document serious, carefully annotated papers.

204

Materials

Code	Title	Use
SW-3	*SUCCESS IN WRITING 3*, Addison-Wesley Publishing Co., 1974.	Students
SW-3-TM	*SUCCESS IN WRITING 3, TEACHER'S MANUAL.* Addison-Wesley Publishing Co., 1974.	Teacher
CW-5	*CREATIVE WORD 5*, Random House, Inc., 1974.	Students, Teacher
MAS	*MODERN AMERICAN SPELLING.* Webster Division, McGraw-Hill Book Co., 1971.	Students, Teacher
VCB	*VOCABULARY FOR THE COLLEGE-BOUND STUDENT.* Amsco School Publications, Inc., 1972.	Students, Teacher
RHGU	*REFERENCE HANDBOOK OF GRAMMAR AND USAGE.* Scott, Foresman and Co.	Students, Teacher
WU	*WHAT'S THE USAGE?* Reston Publishing Co., 1973.	Students, Teacher
WCD	*WEBSTER'S NEW COLLEGIATE DICTIONARY*	Class set

205

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I. The student enriches his vocabulary by becoming familiar with ways to expand it and improving his choice of words.	VCB WU WCD CW-5
II. He strives to choose exact words and phrases.	MAS CB SW-3 Chapter 4 WU
III. He chooses subjects sufficiently narrow yet appropriate to his writing assignment and adjusts breadth of subject to length of composition.	RHGU SW-3
IV. He organizes material so that his writing is interesting, unified, and coherent.	SW-3 Chapters 6,7 CW-5 WU
V. He learns to prepare note cards, footnotes, and bibliographies.	SW-3 SW-3-TM
VI. He writes short expository themes throughout the semester, utilizing various sources to provide documentation.	SW-3 Chapter 5 CW-5
VII. He prepares a research paper, observing the conventions of annotation and documentation.	NOTE: Proofreading is to be encouraged throughout all writing courses. The student proofreads his own material. Students may assist one another in proofreading draft stages of their work. Final copy to be presented to the teacher should be the writer's responsibility.

902

Materials available from Audiovisual Services

Filmstrips

FUNDAMENTALS OF THINKING SERIES

FS 662-158 *INTERPRETING*

FS 662-162 *OBSERVING*

FS 661-182 *PLANNING THE UNIT*

FS 662-157 *PROBLEM SOLVING*

FS 662-154 *SUMMARIZING*

Sound Filmstrips

SFS 770-497 *PROTEST WRITING: AN AMERICAN TRADITION PARTS 1 and 2*

SFS 769-504 *WRITING FOR NEWSPAPERS*

COURSE DESCRIPTION

Write Now 4 is for students with highly developed writing ability who want to experiment with various forms of writing and who can benefit by studying outstanding literary works as models of style and fluidity.

GOALS:

The student becomes familiar with excellent writing in a variety of forms by studying works of accepted masters.

The student develops and practices fluidity and personal style in his writing.

208

Materials

Code	Title	Use
SW-4	*SUCCESS IN WRITING 4*, Addison-Wesley Publishing Co., 1974.	Students, Teacher
SW-4-TM	*SUCCESS IN WRITING 4, TEACHER'S MANUAL*. Addison-Wesley Publishing Co., 1974.	Teacher
WTL	*WRITING THEMES ABOUT LITERATURE*, Third Edition. Prentice-Hall, Inc., 1973.	Students, Teacher
VCB	*VOCABULARY FOR THE COLLEGE-BOUND STUDENT*. Amsco School Publications, Inc., 1972.	Students, Teacher
WU	*WHAT'S THE USAGE?* Reston Publishing Co., 1973.	Students, Teacher
WCD	*WEBSTER'S NEW COLLEGIATE DICTIONARY*	Class Set
RHGU	*REFERENCE HANDBOOK OF GRAMMAR AND USAGE*, Scott, Foresman and Co., 1972.	Students, Teacher
WR	*WRITING TO BE READ*. Hayden Book Co., 1968.	Students, Teacher

209

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I. After reading literary works the student writes precise, critical essays, reviews and critical papers.	WTL VCB *GREAT THEMES OF LITERATURE*
II. The student writes well-organized, coherent papers, employing effective devices for emphasis.	*F 373-111 *AUTHORITY AND REBELLION* *F 373-116 *CONSCIENCE IN CONFLICT* *F 373-118 *CRIME AND THE CRIMINAL* *F 373-115 *HEROES AND COWARDS* *F 373-117 *MAN AND WOMAN* *F 373-119 *POWER AND CORRUPTION* SW-4 Chapters 4,2, ACTIVITY: The student might practice using detail in writing a paper supporting views he does not personally hold.
III. The student draws upon his language arts training and skills to be independent of the teacher in selecting topics, deciding upon forms of presentation appropriate to his purpose, establishing an effective length, and proofreading.	WTL pp. XV - XIX (About freeing teachers from the drudgery and lost time of making assignments.) WR
IV. He reinforces his skills in writing descriptive, expository, narrative, and persuasive papers.	SW-4
V. He becomes familiar with interesting uses of colloquialisms, slang, jargon, cant, and idiom. He employs those which add interest to his writing.	NOTE: Proofreading is to be encouraged throughout all the writing courses.
VI. The student assumes the responsibilty for deciding the level of usage appropriate to the forms in which he writes.	*Request must bear signature of Communication Skills Department Head

210

GREAT THEMES OF LITERATURE

*F 373-111 *AUTHORITY AND REBELLION*
*F 373-116 *CONSCIENCE IN CONFLICT*
*F 373-118 *CRIME AND THE CRIMINAL*
*F 373-115 *HEROES AND COWARDS*
*F 373-117 *MAN AND WOMAN*
*F 373-119 *POWER AND CORRUPTION*

*Request must bear signature of Communication Skills Department Head

Sound Filmstrips

SFS 772-433 *SPOON RIVER ANTHOLOGY*

Literature

Electives

LITERATURE ELECTIVES

05400 Sports and Adventure

05410 Survival: How to Cope

05420 Expressions of Love

05430 Multi-Ethnic Literature

05440 Mysterious and Supernatural

05450 Rebels and Misfits

05460 Black Writers

05470 Heroes and Heroines

COURSE DESCRIPTION

Through reading, writing, and talking about harrowing exploits, dangerous feats, and thrilling conquests, gain perspectives on adventures and suspenseful moments. Examine the real world of sports as more than a listing of names, averages, and standings and discover a world of dedication, ability, and persistence sparked with humor and sometimes, pathos. Various reading, writing, and speaking activities will allow you to explore this theme in an unique and stimulating manner. The course is primarily for students with reading scores below 9th grade level, but stories have been included that will satisfy the more able student.

GOALS, GENERAL

The student reads for knowledge, enjoyment, and vicarious experience.

The student is able to distinguish fact from fiction.

The student recognizes that ideas may be effectively communicated in various genres.

The student applies ideas encountered in his reading to identifying and shaping his own values.

GOALS, SPECIFIC

The student reads, writes, and talks about harrowing exploits, dangerous feats, and thrilling conquests.

The student broadens his definitions of the words Sports and Adventure.

He becomes familiar with fictional forms of sports and adventure -- the short story, the novel, the play, and the poem.

He becomes familiar with non-fictional forms of sports and adventure -- the biography, the autobiography, the essay, and the news report.

The student recognizes the value of moral courage.

He realizes the importance of physical courage blended with judgment.

He analyzes intelligence and quick thinking as elements of success in sports and adventure and as qualities of heroes in stories about them.

He examines the quality of persistence in the face of physical, mental, emotional handicaps as essential to success in sports and adventure.

Materials: SPORTS

Title	Use
ACTION: AN ANTHOLOGY OF WRITING ABOUT SPORTS, Harcourt, Brace and World, Inc., 1970.	Students
ACTION: AN ANTHOLOGY OF WRITING ABOUT SPORTS, TEACHER'S MANUAL. Harcourt, Brace and World, Inc., 1970.	Teacher
INTERACTION SERIES. Houghton Mifflin Co., 1973.	
SPORTS STORIES, LEVEL 2, (Reading Shelf II),	Students, Teacher
SPORTS STORIES, LEVEL 2, CASSETTE TAPES 1 and 2	Students, Teacher
SPORTS STORIES, LEVEL 3, (Reading Shelf III).	Department
SPORTS STORIES, LEVEL 3, CASSETTE TAPES 1 and 2	Students
BRIAN'S SONG, William Blinn. Bantam Books, 1972.	Department
BRIAN'S SONG, TEACHER-STUDENT PACKAGE, American Book Co., 1971.	Students
GUINESS BOOK OF SPORTS WORLD RECORDS, SECOND EDITION. Bantam Books.	Teacher
STADIA SPORTS PROGRAM, Troll Associates	Department
TOUCHDOWN--FOOTBALL: FROM ROOKIE TO ALL PRO, VOLUME 1 (Kit of Booklets, Teacher's Manual, tape, activity cards)	
REBOUND--BASKETBALL: FROM ROOKIE TO ALL PRO, VOLUME 2 (Kit of Booklets, Teacher's Manual, tape, activity cards)	
BASES LOADED--BASEBALL: FROM SANDLOT TO BIG LEAGUE, VOLUME 3 (Kit of Booklets, Teacher's Manual, tape, activity cards)	
SPORTS ACTION. Xerox Education Publications, 1972.	Students
SPEED KINGS. Xerox Education Publications, 1972.	Students
CHAMPIONS ALL. Xerox Education Publications, 1972.	Students
SPORTS GREATS OF THE 70's. Xerox Education Publications, 1972.	Students
SPORTS (Sound Filmstrip Kit). Singer Soceity for Visual Education	Department

Materials: ADVENTURE

Title	Use
INTERACTION SERIES. Houghton-Mifflin Co., 1973	Students
ADVENTURE STORIES 2 (II)	Department
ADVENTURE STORIES 2 (II), CASSETTE TAPE	Students
ADVENTURE STORIES 1 (III)	Department
ADVENTURE STORIES 1 (III), CASSETTE TAPE	Students
ADVENTURE STORIES 2 (III)	Department
ADVENTURE STORIES 2 (III), CASSETTE TAPE	Department
ADVENTURE AND SUSPENSE, Scholastic Literature Unit. Scholastic Book Services, Inc., 1973. Anthology, Student Log, Teacher's Notebook, Ditto Master Set, Poster Set	Department
COURAGE, Scholastic Literature Unit. Scholastic Book Services, Inc. Anthology, Student Log, Teacher's Notebook, Ditto Master Set, Poster Set	Students
FANTASTIC VOYAGE. Scholastic Book Services, Inc.	Students
THE TWILIGHT ZONE. Scholastic Book Services, Inc.	Students
GUNS IN THE HEATHER. Scholastic Book Services, Inc.	Students
A MAN CALLED HORSE. Scholastic Book Services, Inc.	Students
THE ENDLESS STEPPE. Scholastic Book Services, Inc.	Students
NO EASY ANSWERS. Scholastic Book Services, Inc.	Students

Materials: ADVENTURE

Title	Use
PACEMAKER TRUE ADVENTURES. Fearon Publishers, 1970. (Series of 11 booklets at 2nd grade reading level)	Students
TALES OF SHIPWRECK	
TALES OF SPIES	
TALES OF INVENTION	
TALES OF RAILROADS	
TALES OF FLYING	
TALES OF RESCUE	
TALES OF PIRATES	
TALES OF EXPLORERS	
TALES OF SPEED	
TALES OF ANIMALS	
TALES OF ESCAPE	
Individual Teacher's Manual for each title	Teacher
INTERACTION ACTIVITY CARDS, LEVEL 3. Houghton-Mifflin Co., 1973	Department

217

READING, LIBRARY:

The ADVENTURE STORIES have brief reading lists on the last page of each book. The *SCHOLASTIC LITERATURE UNITS 5100 TEACHER'S NOTEBOOKS* contain detailed supplementary reading lists with short descriptions of each book recommended.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I. SPORTS-The student, through his reading, extends his awareness of the world of sports.	*HOT DOG SERIES* F 170-176 *HOW DO THEY MAKE BASEBALLS?* F 170-175 *HOW DO THEY MAKE BASEBALL BATS?* F 170-177 *HOW DO THEY MAKE FOOTBALLS?* F 170-150 *HOW DO THEY MAKE BASEBALL GLOVES?* From Library Services Cassette *RIVALS* (Discussion of the modern Olympics) Cassette *BASEBALL* (Bowie Kuhn talks about baseball) Cassette *GAS HOUSE GANG* Cassette *THE CONNIE MACK STORY* (Mr. baseball).
A. He realizes there are many sports.	ACTIVITY: If the student is not aware of the wide variety of sports, student reports oral/written should be assigned on any or all of the following sports: Archery, Auto Racing, Badminton, Baseball, Basketball, Bicycling, Billiards, Bob Sledding, Bowling, Boxing, Bridge, Bullfighting, Canoeing, Chess, Curling, Equestrian, Fencing, Field Hockey, Fishing, Football, Gliding, Golf, Greyhound Racing, Gymnastics, Handball (court), Handball (field), Harness Racing, Hockey (ice), Horse Racing, Hunting

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	Hurling, Ice Skating, Ice Yachting, Jai-Lai, Judo, Karate, Lacrosse, Marbles, Motorcycling, Mountaineering, Olympic Games, Pigeon Racing, Polo (field), Polo (water), Powerboat Racing, Rodeo, Rollerskating, Rowing, Rugby, Shooting, Skiing (snow), Skiing (water), Snowmobile, Soccer, Squash, Surfing, Swimming, Table Tennis, Tiddlywinks, Track and Field, Trampolining, Volleyball, Weight Lifting, Wrestling, Yachting Invite sports figures to talk to students concerning his own sports and the implications of his sport. Students might prepare collages upon certain themes in sports or on sports in general. The class could make a collage mural.
B. He learns some of the language of sports.	*ACTION*, p. 138. "Automobile Racing," ACTIVITY: Compile a list of jargon for some of the major sports. *SPORTS* Filmstrips and records SVE *DRAG RACING* -- Describes course, cars, and equipment needed for races. *SURFING* -- Explains surf board and how to use it. Methods of surfing. *GLIDING AND SOARING* -- Introduces Gliding and Soaring as a sport.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	PARACHUTING Tells how a young girl learns to parachute. *AEROBATICS* Describes sport stunting airplanes and outlines aerobatic contest rule. *SKIN DIVING* Defines diving equipment and suggests useful aspects of diving.
II. The student examines some of the outstanding world's records in sports as well as some of their ludicrous counterparts.	*THE GUINESS SPORTS RECORD BOOK.* Give the students time to browse through the book. ACTIVITY: Encourage the students to select an interesting record and to tell the class about it. *SPORTS ILLUSTRATED* *SPORTS NEWS* ACTIVITY: The teacher may want to introduce students to the sports publications listed above. The school library has copies.
III. The student learns about the demands placed upon professional athletes.	*SPORTS STORIES, LEVEL 3.* "Winning," p. 1 and "Hitting Hard," p. 16. (Cassette reading of story). ACTIVITY: Read these stories, compare and discuss them. *ACTION* "On the Bench," p. 26 Cassette "Man's Game," from Library Services Center (George Plimpton discusses football, boxing, and baseball.) *SPORTS STORIES, LEVEL 3* "On the Circuit with the Pros," p. 75. (Cassette reading of the story.)

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	BASES LOADED - BASEBALL: FROM SANDLOT TO BIG LEAGUE *REBOUND - BASKETBALL: FROM ROOKIE TO ALL-PRO* *TOUCHDOWN-FOOTBALL: FROM ROOKIE TO ALL-PRO* ACTIVITY: Read and/or Listen and View the above stories. Use the accompanying activity cards as individual notebook activities for students, not necessarily to be graded. *SPORTS GREATS OF THE 70's* (Kareem Abdul Jabbar, Roger Staubach, Henry Aaron, Cathy Rigby, Mark Spitz, Bobby Orr, Frank Shorter, Bobby Fischer) *SPEED KINGS* (Evil Knievel, Mario Andretti, Craig Breedlove, Gary Gabelick, Big Daddy Garlits) *CHAMPIONS ALL* (Wilma Rudolph, Jim Thorpe, Jackie Robinson, Roger Bannister, Jim Plunkett, John Unitas, Wilt Chamberlain, Lee Trevino, Babe Didrikson, Jessie Owens) ACTIVITY: Use the above-listed books as in-class reading activities. Selections are high interest, easy reading short biographical sketches.
IV. The student becomes aware of human qualities of super-athletes.	*ACTION* "Preliminary Skirmishes," p. 19 "Lew Alcindor," p. 1 "Pioneer in White Shorts," p. 113 Cassette "Muhammed Ali: The Man" (Library Services Center)

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
V. The student reinforces the concept that sportsmanship and continual practice are necessary to success in sports.	*SPORTS STORIES, LEVEL 2* "The Most Surprising Tackle," p. 1 "Once in a Decade--Jim Plunkett," p. 30 *REBOUND, BASES LOADED....,TEACHER'S MANUAL* *SPORTS ILLUSTRATED* *SPORTS NEWS*
VI. He observes "winning attitudes" and examines ideas of brotherhood and team spirit.	
VII. The student discovers some of the less famous figures of the sports' world and realizes that they, too, make important contributions to sports.	*THE GUINESS BOOK OF SPORTS WORLD RECORDS* *ACTION* "How Cocteau Managed a Champion," p. 93 ACTIVITY: Make a thermofax dittomaster of part of a daily sports page from a current newspaper containing a particularly interesting sports story. Make copies for the class to use as a basis for discussion of the contributions to a game of the less famous players. Articles from *SPORTS ILLUSTRATED* and *SPORTING NEWS* are also good sources for thermofax copies.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
VIII. The student analyzes the elements that contribute to success or failure in the world of sports competition.	*SPORTS STORIES, LEVEL 3*, "The Fallen Idol: The Harlem Tragedy of Earl Manigualt," p. 23 (Cassette reading of story.) *ACTION* "Carpentier Was Too Eager When Victory Seemed Near," p. 67. ACTIVITY: Discuss confidence and determination. *ACTION* "A Champion Proves His Greatness," p. 72. ACTIVITY: Discuss ability, determination, and style. *F 272-132 *A SENSE OF PURPOSE* (from *DRIVE HE SAID*) *SPORTS STORIES, LEVEL 3*, "Black Basketball, White Basketball," p. 37. *SPORTS ILLUSTRATED* Use articles whenever they are appropriate to the objective.
IX. The student reads stories about athletes who have surmounted and who have been defeated by emotional and/or physical handicaps.	*ACTION* "How Goliath, Typecast to Lose, Finally Didn't p. 7 Compare to "Lew Alcindor," previously read, and discuss a star athlete's search for identity. *SPORTS STORIES, LEVEL 2* "Wilma Rudolph - Queen of Track," p. 69. (Cassette reading of story.) *CHAMPIONS ALL* "The Parade," p. 16. *SPORTS STORIES, LEVEL 2* "I Can Play," p. 6. *BRIAN'S SONG* Novel

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
X. The student observes that not all factual or fictional sports end happily.	Cassette Series CONQUERING OBSTACLES: Theodore Roosevelt and Jesse Owens ACTIVITY: Discuss "The Fallen Idol: The Harlem Tragedy Manigault" previously read. Discuss the lives of certain sports notables: Babe Ruth, Lou Gerhig, Brian Piccolo, Al Brown, Jim Thorpe, Jack Johnson, Maurie Stokes. Discuss such ideas as: 1. Sports notoriety comes early but many athletes are "over the hill" in their 30's. In other professions people build until they reach a peak at a later age. What happens to professional athletes who reach their peak early? 2. The fates of boxing champions and contenders. Many have suffered from physical and emotional problems. Why?
XI. The student enjoys the humor in some sports stories.	*ACTION* "You Could Look It Up," p. 163 ACTIVITY: Read Jim Murray's syndicated sports column or articles from other writers from a daily newspaper.
XII. The student reads short stories that broaden his comprehension of the sports world.	*SPORTS STORIES, LEVEL 3* "Alibi Ike," p. 49. "A Pursuit Race," p. 108. "Killing the Bull," p. 129

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	ACTION "One Sunday in Mexico," p. 155. ACTIVITY: Compare the fictional account of the bullfight in "Killing the Bull" to the non-fictional account in "One Sunday in Mexico." *INTERACTION ACTIVITY CARDS* The student might attempt to create his own short story. Use *ACTIVITY CARDS 2-78075, 2-78044, LEVEL 3.*
XIII. The student reads poems that present ideas or feelings integral to the experience of competition in sports.	*ACTION* "The Foul Shot," p. 17 "To an Athlete Dying Young," p. 182 "Seaside Golf," p. 129 "The Hornwound and Death," p. 161 ACTIVITY: Ask students to bring to class examples of poems that reflect themes from the sports world.
XIV. He searches for qualities held in common by notable sports heroes.	*ACTION* "His Majesty the King," p. 57. Cassette "The Legendary Babe Ruth" (Library Services Center) *ACTION* "I'm Coming Back; I Want It Again," p. 35. "Lew Alcindor," p. 1 (if not used previously) "It's A Long Way to 714," p. 47. ACTIVITY: Students discuss or write about the assault of Maris and Mantle on Babe Ruth's record and about the breaking of that record by Henry Aaron.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	ACTION "Who Do You Think You Are, Jack Dempsey?" p. 79 "The First Four Minutes," p. 105 "Farewell to the Babe," p. 123 *SPORTS STORIES, LEVEL 2* "Babe Didrikson--I Always Wanted to Be the Best," p. 17 (Cassette reading of the library) *SPORTS STORIES, LEVEL 3* "Doing It All," p. ACTIVITY: Compare and contrast the techniques used in biography and in autobiography. *SPORTS STORIES, LEVEL 3* "Hustling, Not Sharking, p. 85. *SPORTS STORIES, LEVEL 2* "James Francis Thorpe--Jim Thorpe," p.84 "Althea Gibson--All the Strength That's Needed," p. 96. NOTE: There is a lack of adequate material both oral and written, on women athletes. Assign the students the task of preparing reports to present to the class on such persons as Mickey King, Carol Heiss, Billy Jean King, Chris Everett, Eva Goolagong, and Olga Korbot.
XV. The student reads news accounts and short essays upon some of the various aspects of sports action.	*ACTION* "Eighty Yard Run," p. 45. ACTIVITY: Discuss the catching of the action of sports in words.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
XV. News accounts, continued.	*ACTION* "An Innocent at Rinkside," p. 131 ACTIVITY: Discuss descriptive devices such as vivid adjectives and figurative language. *ACTION* "Indianapolis 500," p. 136 *SPORTS STORIES, LEVEL 3* "Running as a Spiritual Experience," p. 125. "King of the Hill," p. 145. (Cassette reading of the story) ACTIVITY: The students should attempt to write a news account (or prepare a taped "broadcast") of a sporting event he has witnessed. They write essays describing impressions of a sports event. Students can use either first-hand experience or newspaper accounts as a basis for these writing or speaking assignments.

	GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I.	ADVENTURE-The student reads various kinds of adventure stories.	
	A. He reads about man against nature and realizes the force of nature shown by the sea.	*ADVENTURE STORIES, LEVEL 2 (II)* "Thor Heyerdahl," p. 80.
	B. He gains a sense of the power of the desert.	*ADVENTURES STORIES, LEVEL 1 (III)* "Ordeal in the Desert," p. 2.
	C. He experiences vicariously the challenge of the mountain.	*COURAGE* "Hawksmoot," p. 29 *ADVENTURE AND SUSPENSE* "Inch by Inch Up El Capitan," p. 26
	D. He reads about the search for the unknown in caves.	*ADVENTURE STORIES 2 (II)* "Andy Makes the First Discovery," p. 2. *ADVENTURE STORIES 1 (III)* "Cave of the Neru Virgins," p. 79
	E. He senses the destructive power of a great necessity--fire.	*COURAGE, STUDENT LOG* "The Nightmare of a Firefighter,"p. 62 *ADVENTURE STORIES 2 (III)* "The Man Who Snuffed Out Hell," p. 132
	F. He reads adventure stories about animals or about man and animals.	*ADVENTURE STORIES 2 (II)* "Help! Help!" p. 69 "The Sea Devil," p. 53 *ADVENTURE STORIES 1 (III)* "Twelve Ounces of Courage," p. 6 "Between Life and Death," p. 60 *ADVENTURE STORIES 2 (III)* "The Wolf," p. 69
	G. He reads western adventures and analyzes the stereotyped characters and situations often portrayed.	*ADVENTURE STORIES 2 (II)* "Stampedes and River Crossings," p. 43 *A MAN CALLED HORSE* -- Novel *ADVENTURE STORIES 2 (III)* "Sign of the Sunset," p. 5.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
H. He reads about the dangers of war and thinks about how men react in the face of such dangers.	*NO EASY ANSWERS* -- Novel *ADVENTURE STORIES 2 (III)* "On the Other Side of the War," p. 76 *COURAGE* "Man in the Green Beret," p. 167 "Drummer Boy of Shiloh," p. 184
I. He enjoys stories of escape.	*ADVENTURE STORIES 2 (II)* "From Coffin to Rolls Royce," p. 19 *ADVENTURE STORIES 2 (III)* "450 Miles to Freedom," p. 149 *COURAGE* "In the Presence of My Enemy," p. 77
J. He reads stories about spies and discusses why spies are sometimes presented as heroes, sometimes as villains.	*GUNS IN THE HEATHER* -- Novel *ADVENTURE STORIES 2 (III)* "Widow Rose Greenbow, Belle of Washington," p. 13
K. He considers, through his reading, the lures of flying and space flight.	*ADVENTURE STORIES 2 (II)* "Last Flight," p. 52 *COURAGE* "Alaska Flier," p. 19 "On Courage in the Lunar Age," p. 128
L. He reads tales of supernatural forces and discusses man's continuing interest in such stories.	*ADVENTURE AND SUSPENSE* "First on the Moon," p. 41 *TWILIGHT ZONE*--Stories *ADVENTURE AND SUSPENSE* "House of Flying Objects," p. 98 NOTE: If the student has already read a selection listed, he may write or speak on the topic, drawing upon his previous reading. *ADVENTURE AND SUSPENSE* "The Wish," p. 112 "Alligators," p. 120 "The Affair at 7, Rue de M_____," p. 172

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
II. The student recognizes the characteristics of different fictional genres.	*SHORT STORIES*
A. He learns the basic elements of the short story.	*ADVENTURE STORIES 1 (III)* "The Most Dangerous Game," p. 91 "The Sea Devil," p. 53 "The Story of Keesh," p. 11
B. He learns the basic characteristics of the novel.	*ADVENTURE STORIES 2 (III)* "The Wolf," p. 69 *NOVELS* *FANTASTIC VOYAGE* *GUNS IN THE HEATHER* *NO EASY ANSWER*
C. He learns the conventions of the drama.	*PLAYS* *COURAGE* "In the Presence of My Enemy," p. 77 *ADVENTURE AND SUSPENSE* "The Different Ones," p. 82
D. He learns the unique feature of the poetic form and recognizes how poetry differs from prose.	*POEMS* *ADVENTURE AND SUSPENSE* "The Lesson of the Moth," p. 24 "Staying Alive," p. 36 "Who knows of the moon's...," p. 40 *ADVENTURE AND SUSPENSE* "Alligators," p. 120 "Beware, do not read this poem," p. 191 *COURAGE* "Icarus," p. 14 "Stand," p. 52 "Midway Through the Night," p. 108 "They Tell Me," p. 114 "Me," p. 122 "Midway," p. 132 "Mouse Night: One of Our Games," p. 133 "Brave," p. 192

230

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
III. The student recognizes the characteristics of different non-fictional devices and genre.	
A. He understands the uses of a first-person account.	*FIRST PERSON ACCOUNT* *ADVENTURE STORIES 1 (III)* "Cave of the Neru Virgins," p. 79 "Only God Knew the Way," p. 121 *ADVENTURE STORIES 2 (III)* "On the Other Side of the War," p. 77
B. He understands the uses of a third-person account.	*THIRD PERSON ACCOUNT* *ADVENTURE STORIES 2 (II)* "Last Flight," p. 52
C. He develops an interest in biography and in ways in which the writer employs facts about his subject's life.	*BIOGRAPHY* *ADVENTURE STORIES 2 (II)* "Pretty Peg," p. 14 "Thor Heyerdahl," p. 80 *ADVENTURE STORIES 2 (III)* "Widow Rose Greenblow, Spy Belle of Washington," p. 13
D. The student is aware of the way in which an author creates suspense in adventure stories.	*ADVENTURE STORIES 1 (III)* "The Most Dangerous Game," p. 91 "The Sea Devil," p. 53 ACTIVITY: Discuss various elements in this story, such as setting, power of the protagonist, building to a climax, that create suspense. NOTE: If students have previously read *THE TWILIGHT ZONE*, utilize their impressions of it. They might make a tape of one of the short stories, using sound effects, and acting techniques like variations in voices, to create suspense.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
IV. The student reads on the theme of moral courage and gains some sense of what this kind of courage is.	*ADVENTURE STORIES 1 (III)* "Convert," p. 23 *COURAGE* "Stand," p. 52 (Read this story aloud) ACTIVITY: Student writes a brief account of an incident in which he or someone he knows showed moral courage. *COURAGE, STUDENT LOGBOOK* "They Dared Me To Try It," p. 56 ACTIVITY: Student writes a short skit in which a teen-ager turns down a dare. *NO EASY ANSWERS* ACTIVITY: Students conduct an informal debate or panel discussion on the statement: "By learning to accept the fact that there are no easy answers, Bart shows a higher kind of courage than he shows in the fight in the warehouse." Discuss the poster "Courage Without Conscience is a Wild Beast."
A. The student realizes the importance of physical courage but distinguishes between bravery and foolhardiness.	*COURAGE* "A Mask of Fear," p. 9 *ADVENTURE AND SUSPENSE* "Lesson of the Moth," p. 57 *COURAGE, STUDENT LOG* "Courage Versus Foolhardiness," p. 14 ACTIVITY: Simulate an interview with a person who has rushed into a buring building to determine whether he was brave or foolhardy.
B. The student sees that intelligence and quickthinking are also necessary qualities in adventure story heroes and heroines.	*ADVENTURE STORIES 1 (III)* The Story of Keesh," p. 11 ACTIVITY: Write a brief imaginary adventure in which a primitive man succeeds because he uses his wits to survive.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	ADVENTURE AND SUSPENSE "Staying Alive," p. 36. ACTIVITY: List ways in which man can use his intelligence to survive in the woods. *GUNS IN THE HEATHER* Illustrate scenes from the novel which show clever decisions. *FANTASTIC VOYAGE* Using a chart of a human circulatory system, trace the voyage and point out spots where intelligent decisions and choices had to be made.
V. The student recognizes persistence or endurace as elemants in the success of heroes in real or fictional adventures.	*ADVENTURE STORIES 1 (III)* "Only God Knows the Way," p. 121 "Inch by Inch Up El Capitan," p. 26 ACTIVITY: Discuss persistence and motive in these stories. *THE ENDLESS STEPPE* -- Role-play a scene from the book that shows the endurance of the family deported to Siberia. *THE MAN CALLED HORSE* -- Read the last story in the book. Discuss how Horse and/or his Indian mother-in-law display endurance.

Materials available from Audiovisual Services:

*F 272-132 *A SENSE OF PURPOSE* (* Request must bear signature of the Communication Skills Department Head.)
F 170-176 *HOW DO THEY MAKE BASEBALLS?*
F 170-175 *HOW DO THEY MAKE BASEBALL BATS?*
F 170-177 *HOW DO THEY MAKE FOOTBALLS?*
F 170-150 *HOW DO THEY MAKE BASEBALL GLOVES?*
F 253-111 *PIONEER OF FLIGHT*
F 271-182 *SOLO*
F 373-124 *HIGH ON THE WIND RIVER*
F 270-109 *FOCUS ON ANTARCTICA -- CONQUEST OF A CONTINENT*
F 271-105 *FORTNIGHT AT NINE FATHOMS*
F 269-169 *FLIGHT OF APOLLO 11 - A WALK ON THE MOON*
F 274-104 *BEYOND WINNING*
F 361-163 *HEMINGWAY PART 1*
F 361-164 *HEMINGWAY PART 2*

PROFILES IN COURAGE SERIES

F 366-111 *FREDERICK DOUGLASS PART 1*
F 366-112 *FREDERICK DOUGLASS PART 2*
F 364-107 *JOHN ADAMS PART 1*
F 364-108 *JOHN ADAMS PART 2*
F 366-118 *PRUDENCE CRANDALL PART 1*
F 366-119 *PRUDENCE CRANDALL PART 2*
F 364-118 *THOMAS HART BENTON PART 1*
F 364-119 *THOMAS HART BENTON PART 2*

Sound Filmstrips

SFS 769-473 *JACK LONDON: A LIFE OF ADVENTURE (2 parts)*

234

From Library Services:

Cassettes

RIVALS
BASEBALL
GAS HOUSE GANG
THE CONNIE MACK STORY
MAN'S GAME
MUHAMMED ALI: THE MAN
YOU COULD LOOK IT UP
CONQUERING OBSTACLES/THEODORE ROOSEVELT -- JESSE OWENS
TO BUILD A FIRE
KIDNAPPED, PART I AND II
WILDERNESS KINGDOM
SPY WHO CAME IN FROM THE COLD

235

Filmloop

P893875/1 *APOLLO 11: MAN'S FIRST JOURNEY TO THE MOON*

COURSE DESCRIPTION:

Having trouble getting the family car? Your mother thinks your boyfriend is a hoodlum? You just got thrown out of the house? Well, join the club. You can learn valuable techniques in "Survival: How to Cope." Develop a greater sense of self-identity through a variety of interesting materials that deal with personal problems, family relationships, and problems that confront our changing society. Participate in classroom activities which involve reading, writing, speaking and listening skills. This course is most suitable for those with reading scores below ninth grade level; however, stories have been included for any student who desires to read about survival.

GOALS:

The student reads and views materials which will help him form a sense of identity and an awareness of his competence to develop "survival skills."

The student studies plays, poems, essays, short stories and novels that deal with personal problems, family relationships, and conditions within a society.

The student considers his values, thinks about possible future goals, and explores paths he might choose to achieve them.

INTRODUCTION:

This course focuses on reading about teenagers and how they cope with personal problems and conditions created by changing society. The course is most suitable for students reading below 8.8, (ITBS Reading Average). However, materials have been included for students with higher reading levels who desire to read on the theme. Some activities have been suggested. The teacher will find other useful activities suggested in the teacher's manuals which accompany the texts.

Title	Use
THE BLUE GUITAR (VOICES OF MAN LITERATURE SERIES). Addison-Wesley Publishing Co.	Students
THE BLUE GUITAR, TEACHER'S GUIDE (VOICES OF MAN LITERATURE SERIES). Addison-Wesley Publishing Co.	Teacher
LIKE IT IS (VOICES OF MAN LITERATURE SERIES). Addison-Wesley Publishing Co.	Students
LIKE IT IS, TEACHER'S GUIDE (VOICES OF MAN LITERATURE SERIES). Addison-Wesley Publishing Co.	Teacher
A PLACE TO BE (VOICES OF MAN LITERATURE SERIES). Addison-Wesley Publishing Co.	Students
A PLACE TO BE, TEACHER'S GUIDE (VOICES OF MAN LITERATURE SERIES). Addison-Wesley Publishing Co.	Teacher
A MAN OF HIS OWN (VOICES OF MAN LITERATURE SERIES). Addison-Wesley Publishing Co.	Students
A MAN OF HIS OWN, TEACHER'S GUIDE (VOICES OF MAN LITERATURE SERIES). Addison-Wesley Publishing Co.	Teacher
AS I GREW OLDER (VOICES OF MAN LITERATURE SERIES). Addison-Wesley Publishing Co.	Students
AS I GREW OLDER, TEACHER'S GUIDE (VOICES OF MAN LITERATURE SERIES). Addison-Wesley Publishing Co.	Teacher
DIRECTIONS 1 (Anthology). Houghton Mifflin Co.	Students
DIRECTIONS 2 (Anthology). Houghton Mifflin Co.	Students
DIRECTIONS 1 AND 2, TEACHER'S RESOURCE BOOK, LEVEL 1 Houghton Mifflin Co.	Teacher
THE SEARCH Houghton Mifflin Co.	Students
AFTER THE ALLIGATOR AND THE OCELOT. Houghton Mifflin Co.	Students
CAROLINA CRACKER. Houghton Mifflin Co.	Students
STOLEN CAR. Houghton Mifflin Co.	Students
THE JACKPOT. Houghton Mifflin Co.	Students
THE SECOND GREATEST CLOWN IN THE WORLD. Houghton Mifflin Co.	Students
SEARCHING FOR IDENTITY. Globe Book Co.	Students
SEARCHING FOR IDENTITY, TEACHER'S GUIDE. Globe Book Co.	Teacher

Title	Use
SEARCHING FOR VALUES. Globe Book Co.	Students
SEARCHING FOR VALUES, TEACHER'S GUIDE. Globe Book Co.	Teacher
GATEWAY ENGLISH: A FAMILY IS A WAY OF FEELING. Macmillan Co.	Students
GATEWAY ENGLISH: WHO AM I? The Macmillan Co.	Students
GATEWAY ENGLISH: COPING. The Macmillan Co.	Students
GATEWAY ENGLISH LEVEL 1: A FAMILY IS A WAY OF FEELING, STORIES IN SONG AND VERSE, WHO AM I? COPING, TEACHER'S MANUAL. The Macmillan Co.	Teacher
GATEWAY ENGLISH: FAMILY IS A WAY OF FEELING, STORIES IN SONG AND VERSE, WHO AM I? COPING, STUDENT'S MANUAL. The Macmillan Co.	Students
RECORD ALBUM, LEVEL 1, MACMILLAN GATEWAY ENGLISH SERIES. The Macmillan Co.	Department
SET OF TRANSPARENCIES, LEVEL 1, MACMILLAN GATEWAY ENGLISH SERIES. The Macmillan Co.	Department
GETTING TOGETHER ANTHOLOGY. Scholastic Book Services	Students
GETTING TOGETHER LOGBOOK. Scholastic Book Services	Students
GETTING TOGETHER, TEACHING GUIDE. Scholastic Book Services	Teacher
GETTING TOGETHER, RECORD. Scholastic Book Services	Department
GETTING TOGETHER, POSTER SET. Scholastic Book Services	Department
LOYALTIES ANTHOLOGY. Scholastic Book Services	Students
LOYALTIES LOGBOOK. Scholastic Book Services	Students
LOYALTIES, TEACHING GUIDE. Scholastic Book Services	Teacher
LOYALTIES, RECORD. Scholastic Book Services	Department
LOYALTIES, POSTER SET. Scholastic Book Services	Department
MATURITY: GROWING UP STRONG ANTHOLOGY. Scholastic Book Services	Students
MATURITY: GROWING UP STRONG LOGBOOK. Scholastic Book Services	Students
MATURITY: GROWING UP STRONG, TEACHING GUIDE. Scholastic Book Services	Teacher
MATURITY: GROWING UP STRONG, RECORD. Scholastic Book Services	Department

Title	Use
MATURITY: GROWING UP STRONG, POSTER SET. Scholastic Book Services	Department
LAW: YOU, THE POLICE, AND JUSTICE ANTHOLOGY. Scholastic Book Services	Students
LAW: YOU, THE POLICE, AND JUSTICE LOGBOOK. Scholastic Book Services	Students
LAW: YOU, THE POLICE, AND JUSTICE, TEACHING GUIDE. Scholastic Book Services	Teacher
LAW: YOU, THE POLICE, AND JUSTICE, RECORD. Scholastic Book Services	Department
LAW: YOU, THE POLICE, AND JUSTICE, POSTER SET. Scholastic Book Services	Department
THE FUTURE: CAN WE SHAPE IT? ANTHOLOGY. Scholastic Book Services	Students
THE FUTURE: CAN WE SHAPE IT? LOGBOOK. Scholastic Book Services	Students
THE FUTURE: CAN WE SHAPE IT? TEACHING GUIDE. Scholastic Book Services	Teacher
THE FUTURE: CAN WE SHAPE IT? RECORD. Scholastic Book Services	Department
THE FUTURE: CAN WE SHAPE IT? POSTER SET. Scholastic Book Services	Department
URBAN STUDIES (The Random House English Series). Random House.	Students
THE LEARNING TREE. Fawcett World	Students
THE CONTENDER. Bantam Books, Inc.	Students
GO ASK ALICE. Avon Books	Students
TUNED OUT. Dell Publishing Co.	Students
TUNED OUT, TEACHER-STUDENT PACKAGE, American Book Co.	Teacher

Title, Author	Publisher
AUTOBIOGRAPHY OF MALCOLM X, Malcolm X and Alex Haley.	Grove Book Co.
CAMILLA, L'Engle, Madeleline	T.V. Crowell and Co.
THE CAY, Taylor, Theodore	Avon Books, Inc.
COPING WITH OUR CHANGING WORLD, Reader's Digest Life Values Series	Reader's Digest
A DEATH IN THE FAMILY, Agee, James	Bantam Books, Inc.
ESCAPE FROM NOWHERE, Eyerly, Jeannette,	Berkeley Publishing Co.
HEY, WHITE GIRL, Gregory, Susan	Lancer Books
HOLD FAST TO YOUR DREAMS, Blanton, Catherine	Pocket Books, Inc
I'M REALLY DRAGGED BUT NOTHING GETS ME DOWN, Hentoff, Nat	Dell Publishing Co.
I NEVER PROMISED YOU A ROSE GARDEN, Green, Hannah	New American Library
JUBILEE, Walker, Margaret	Bantam Books, Inc.
LIFE WITH FATHER, Day, Clarence	Washington Square Press
LISA, BRIGHT AND DARK, Neufeld, John	New American Library
A LOVE, OR A SEASON, Stolz, Mary	Harper-Row
MAMA'S BANK ACCOUNT, Forbes, Katherine	Harcourt, Brace, Jovanovich
THE ME NOBODY KNOWS: CHILDREN'S VOICES FROM THE GHETTO, Joseph, Stephen M.	Avon Books, Inc.
MORE THAN COURAGE, Baudouy, Michael A.	Harcourt, Brace, Jovanovich
MR. AND MRS. BO JO JONES, Head, Ann	New American Library
MY DARLING, MY HAMBURGER, Zindel, Paul	Bantam Books, Inc.
THE NITTY GRITTY, Bonham, Frank	Dell Publishing Co.
PETER PAN BAG, Kingman, Lee	Dell Publishing Co.
THE PIGMAN, Zindel, Paul	Dell Publishing Co.
SIDDHARTHA, Hesse, Hermann	Bantam Books, Inc.
A SINGLE LIGHT, Wojciechowska, Maia	Bantam Books, Inc.

240

Title, Author	Publisher
THE SOUL BROTHERS AND SISTER LOU, Hunter, Kristin	Avon Books, Inc
TOGETHER	Harcourt, Brace, Jovanovich
TOO BAD ABOUT THE HAINES GIRL, Sherburne, Zoa	Wm. Morrow and Co.
TWELVE ANGELS FROM HELL, Wilkerson, David	Pyramid Publications
YOU AND ALCOHOL	Random House
YOU AND DRUGS	Random House
YOU AND SMOKING	Random House

241

SURVIVAL: HOW TO COPE

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I. The student reads and views materials which will help him form a sense of identity and an awareness of his competence to develop "survival skills."	*VOICES OF MAN LITERATURE SERIES* *A PLACE TO BE,* *A PLACE TO BE, TEACHER'S GUIDE* *AS I GREW OLDER,* *AS I GREW OLDER, TEACHER'S GUIDE* *A MAN OF HIS OWN* *A MAN OF HIS OWN, TEACHER'S GUIDE* *SEARCHING FOR IDENTITY,* pp. 2-102 *SEARCHING FOR IDENTITY, TEACHER'S GUIDE* *WHO AM I? (GATEWAY SERIES)* *GATEWAY ENGLISH, LEVEL 1 TEACHER'S MANUAL*
A. He analyzes the identity and survival problems of characters in stories and films he has studied.	FS 661-160 *WHO ARE YOU* SFS 773-434 *SHAPING IDENTITY* SFS 773-439 *REFLECTIONS OF MYSELF*
B. He identifies resources of character and survival skills possessed by persons in stories and films he has studied.	*F 272-136 *WHETHER TO TELL THE TRUTH* (Searching for Values Series) ACTIVITY: After viewing some or all of these films and filmstrips the pupil writes an analysis of the "survival skills" needed by a character who interested him. *Request must bear the signature of the Communication Skills Department Head

242

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	GETTING TOGETHER ANTHOLOGY, UNIT 4 *GETTING TOGETHER TEACHING GUIDE, UNIT 4* Record, *GETTING TOGETHER*, Side 1, Band 1 *LOYALTIES ANTHOLOGY, UNIT 1* *LOYALTIES, TEACHING GUIDE, UNIT 1* Record *LOYALTIES* Side 1, Bands 1 and 2 *DIRECTIONS 1, ANTHOLOGY, UNIT 4* *DIRECTIONS 1 and 2, TEACHER'S RESOURCE BOOK, LEVEL 1 UNIT 4*
C. He draws upon ideas from his reading and viewing as he participates in games and class activities which highlight identity problems and survival skills.	ACTIVITY: See: *SECOND TRY* *MEDITATION ON ME* *INTRODUCTION* *GAME* *WHO ARE YOU?* described at end of course.
II. The student discovers differences between a character's concept of self and the perceptions of others of him.	*VOICES OF MAN LITERATURE SERIES: SEARCHING FOR IDENTITY* *WHO AM I?* ACTIVITY: Present the idea of self-image. Discuss with the students the idea that one's self-image may differ from that which others expect or perceive. Students should be encouraged to give examples of such situations. Discuss appearance, relationships, character traits, likes and dislikes as keys to discovering identity.
A. The student realizes that his actions as perceived by others establish their view of his character.	Discuss identity in relationship to the image a person projects to the world through his actions and words. Emphasize the fact that character is composed of many traits, both admirable and not admirable, and that no person is either all "good" or all "bad". Emphasize that each individual has personal worth. Use examples

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	of characters from the reading who are ambivalent or clearly mixtures of positive and negative impulses. *GATEWAY ENGLISH, LEVEL 1, TEACHER'S MANUAL*, pp. 138-139. Source of suggestions for role-playing situations relevant to the theme.
B. The student understands how character is perceived in literature.	ACTIVITY: Emphasize development of literary characters by exploring questions like: 1. What kind of a character has the author created? Describe him? 2. How has he made the character "live". How does he behave? Are his behavior patterns consistent? What do you learn from inconsistencies of thought and action? 3. Do you know people in real life who remind you of this character? What traits do you use to make the comparison?
C. The student reads and evaluates a variety of literary selections, exploring the motivations of the characters.	Explore the reasons behind the actions of the character. How does one know his reasons and motives? CULMINATING ACTIVITIES Students may write an essay entitled "Who Am I?" Compare to writing activity in the introduction Examination (optional)
III. The student aided by his reading, grows in his understanding of the importance of the family and examines ways to establish satisfying relationships.	*SEARCHING FOR IDENTITY* Part III, pp.]66-20] *A FAMILY IS A WAY OF FEELING* *VOICES OF MAN LITERATURE SERIES* *A PLACE TO BE*, Part II, pp. 20-33 *AS I GREW OLDER*, Part II, pp.]8-27

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	SFS 772-404 *UNDERSTANDING YOUR PARENTS* F 273-123 *COPING WITH PARENTS* *GETTING TOGETHER*, Unit 3 *GETTING TOGETHER*, Record, Side I, Band 4, "Hot Line" *GETTING TOGETHER*, Record, Side I, Band 3, "Hair" *LOYALTIES* (section II "Family") *DIRECTIONS I*, Unit III (Families)
A. The student reads selections which relate the theme of family.	ACTIVITY: *A FAMILY IS A WAY OF FEELING* *GATEWAY ENGLISH, LEVEL I, TEACHER'S MANUAL: A FAMILY IS A WAY OF FEELING*
B. The student analyzes the role of each family member and recognizes that each person assumes many and changing roles in a family. He draws examples from his reading and his life.	*MATURITY, GROWING UP STRONG* Anthology Logbook Teaching Guide Record Set Posters
C. The student understands the positive qualities of and also the conflicts inherent in family living.	
D. The student reads about the universal emotions inevitably provoked and fostered by family life.	ACTIVITY: In reading selections find examples of such emotions as love, aspirations, jealousy, and death.
E. The student realizes the goals and values parents seek to instill in their children may differ from those desired by their children.	ACTIVITY: Student may write a paragraph on what he would like to do in life. Then he writes another paragraph expressing what his parents would like him to do. If he is ready to write longer papers, he writes a theme, using comparison and contrast.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
F. He describes conflicts, using examples from literature and life, created by the difference in goals that may exists between generations in a family.	Students invent situations which involve common household arguments. Class members role-play these situations, leaving resolution of conflicts open. The class discusses probable motives for the antagonists' behavior as well as possible resolution of argument in ways acceptable to all parties. *GATEWAY ENGLISH, LEVEL I, TEACHER'S GUIDE*, pp. 52-55 Suggested Novel: *THE LEARNING TREE*, Gordon Parks. NOTE: Some pupils may read the novel while others read in the Gateway English materials or the *VOICES OF MAN SERIES*. They can share ideas in discussions bringing examples from their reading. F 272-130 *RIGHT TO LIVE: WHO DECIDES* SFS 773-436 *INTERPERSONAL RELATIONSHIPS* SFS 773-433 *UNDERSTANDING EMOTIONS* *GETTING TOGETHER ANTHOLOGY*, Unit I,2,4, *GETTING TOGETHER*, Record, Side 2, "Teenagers Talk About Their Schools" *LOYALTIES*, Units 3,4,5, & 6, *LOYALTIES RECORD*, "Whose Side Are You On?" *LOYALTIES TEACHER'S GUIDE*, pp. 58-64 Activities are suggested *DIRECTIONS I*, Unit 2 *DIRECTIONS II*, Unit 2 *MATURITY: GROWING UP STRONG* Novels: *THE CONTENDER* *GO ASK ALICE* *TUNED OUT*

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	NOTE: Students should work in small groups, select one of these novels and prepare a review for the class.
IV. The student explores the many issues and problems an individual faces as he matures and prepares to take his place in society.	*COPING (GATEWAY ENGLISH SERIES)* *SEARCHING FOR IDENTITY,* Unit *VOICES OF MAN SERIES* *A MAN OF HIS OWN,* Part 3 *LIKE IT IS,* Part 3 *THE BLUE GUITAR,* Part 2 *AS I GREW OLDER,* Part 3
	F 169-160 *WHO COPS OUT* F 171-125 *CONFORMITY* F 170-103 *THE HOUSE THAT JACK BUILT* F 170-106 *IN A BOX*
	F 272-137 *THE DEHUMANIZING CITY*
A. The student learns that there are many and varied ways to solve problems.	ACTIVITY: Discuss the ways a person may attempt to cope with problems.(Evading fantasizing, fighting, persuading, etc.) Introduce the following problem-solving tech 'que: 1. Analyze the problem 2. Consider alternative solutions and the probable consequences of each. 3. Choose one solution-try it. 4. Evaluate the results 5. If results are poor, select another, etc.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
B. The student becomes aware of the complex and sensitive nature of human relationships.	*DIRECTIONS, TEACHER'S GUIDE*, Unit 2, pp. 38 Emphasize that conflict is one of the most fundamental relationships between people. Therefore, conflict is the basis for nearly all people. The student should realize that conflict is not always with other people or forces but is often within the individual: between loyalty and responsibility or between the comfort of things as they are and the challenge of change.
C. The student becomes aware of ways he might shape his own future.	*THE FUTURE: CAN WE SHAPE IT?*
D. The student realizes that he must prepare himself to cope with the problems of a rapidly changing world.	*VOICES OF MAN SERIES* *A MAN OF HIS OWN*, Unit 3 *URBAN STUDIES: THE RANDOM HOUSE ENGLISH* The teacher may be interested in developing projects taking as themes such topics as: pollution, poverty, crime. Refer to teacher's guides for the books listed above for suggested activities.
V. The student uses his reading as a tool to help him think about his values and to consider how values will help him attain his goals.	*SEARCHING FOR VALUES* *SEARCHING FOR VALUES, TEACHER'S GUIDE* *VOICES OF MAN SERIES* *LIKE IT IS* Unit 2 *A PLACE TO BE* Unit 3 *A MAN OF HIS OWN* Unit 4 *AS I GREW OLDER,* Unit 4

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	F 272-I26 *LOVE TO KILL* F 272-I32 *A SENSE OF PURPOSE* SFS 766-445 *VALUES FOR TEENAGERS-THE CHOICE IS YOURS (2 parts)* SFS 773-435 *SETTING GOALS* SFS 773-437 *FORMING BELIEFS* SFS 773-438 *DEVELOPING VALUES*
A. The student examines his values in relation to the values of characters from his reading and of people he knows.	*URBAN STUDIES: THE RANDOM HOUSE ENGLISH SERIES,* p. 60 ACTIVITY: Discussion Sessions; Contrast hypothetical situations which show that a person's values are affected by his circumstances, hopes, background, experiences, needs, and ideals.
B. The student reads of value conflicts among young people; he becomes aware of ways in which his personal values might effect others; his neighbors, his schoolmates.	*SEARCHING FOR VALUES,* Unit I
C. He examines his present values as they relate to social problems, such as crime, and drug abuse.	NOTE: Refer to film list and supplementary materials concerned with social problems. NOVELS: Divide class and have two groups each reads one novels: *GO ASK ALICE* *TUNED OUT* ACTIVITY: Students share their impressions of the novel they have read in class discussions. They write compositions themes, characters and conflicts in the novel they have read. Some compositions should be shared with the class.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
D. The student reads materials which present aspects of the law which relate to the individual and society.	*SEARCHING FOR VALUES* *VOICES OF MAN SERIES* *LAW AND ORDER: VALUES IN CRISIS SERIES* SFS 771-421 *CONFLICTS IN AMERICAN VALUES* SFS 771-422 *EVALUTION OF AMERICAN VALUES* SFS 771-423 *INTENSIFIED VALUE CONFLICT: VIOLENT DISSENT* SFS 771-424 *PEOPLE'S PARK A CASE STUDY IN VALUE CONFLICT* SFS 771-425 *STRATEGIES FOR VALUE CHANGE: NONVIOLENT DISSENT* SFS 771-426 *VARIETIES OF HUMAN VALUES* ACTIVITY: Discuss ideas in the filmstrips Initiate discussions which examine how values change as a person progresses from one stage of development to another. Use examples from the reading. WRITING ACTIVITY: Students write a paragraph which reveals how his attitudes or values have changed in relationship to family, friends, education.
E. The student aided by his reading understands that with increased self knowledge leads a person to change his values and to re-examine the things which he values.	

250

INTRODUCTION

Students introduce themselves. They should be encouraged to provide information about themselves that will help others to know them better. Students should be urged to formulate from this information a first impression of the other members of the group.

GAME

On one of the first days of the semester try this game. Arrange chairs in a semi-circle so that all students can see one another. The teacher sits with the students in the circle. Each group member, starting with the teacher, goes to the blackboard, writes his name clearly, tells the group his name, and describes himself and his interests. The information to be revealed is up to each person but might include such things as hobbies, after-school activities, interests, likes, dislikes, and so forth. After all students have introduced themselves, conduct a contest to see who can remember the most names. (In a large group it might be easier to have students try to write down the names in order around the circle. See who has the longest, most accurate list). The teacher may have anyone who wishes to compete walk around the circle, naming students aloud until he misses; then some other student can try, and so on until someone is able to name all names correctly.

(After students have become familiar with each others' names, encourage them to verbalize their first impressions of each other. Optional-set up rules concerning kinds of impressions that are allowable-unkind, critical, or humiliating comments are not to be allowed.

SECOND TRY

Each student--as if he were a visting celebrity--is interviewed by a panel of reporters appointed by the teacher. The interviewers ask questions about the "celebrity" to elicit information that they think all members of the group would like to know. The "celebrity" has the right to refuse to answer any questions that make him uncomfortable. The process continues until all group members have been interviewed. Then all students can write down or discuss their first impressions of each "celebrity" as outlined above.

MEDITATION ON ME

Purpose: To think about oneself, make a self description, clarify one's self-image and determine what in that image one values most.

Before the activity, see that each student has eight small pieces of paper. Students should close their eyes, become confortable, and let their minds play with words and phrases that describe themselves. Allow at least five minutes of quiet for this. The teacher should participate in the activity.

When the group has finished, ask them to open their eyes and to write on the eight pieces of papaer the words and phrases that came to their minds during the meditation period. Tell them that these pieces of paper will be for themselves alone.

After the papers are filled in, ask students to arrange them in order, putting the one they think most important first and the one they like least last. The other six should be ranked.

252

Have students spend some time with the word or phrases on each sheet of paper, fantasizing about it or recalling experiences they associate with the word. Ask students to bring the slips of paper to class with them tomorrow. The teacher should ask students to prepare an information sheet. Example:

WHO ARE YOU?

1. Name
2. Physical Description
3. Family relationships
4. Clubs you belong to
5. Hobbies
6. Likes & Dislikes
7. People you admire
   a. Male
   b. Female
8. Ambition (what you want to do in life)

Students should be given time to complete sheets and then place them in a folder to be kept in the classroom until a later date when they will be used for comparison to the culminating writing activity. (See culminating activity on self identity.) Teacher may then move into the first lesson of the unit on self identity.

Materials Available from Audiovisual Services:

Films

F 272-126	*LOVE TO KILL*
F 272-137	*THE DEHUMANIZING CITY..AND HYMIE SCHULTZ*
F 272-136	*WHETHER TO TELL THE TRUTH*
F 272-130	*RIGHT TO LIVE: WHO DECIDES*
F 272-132	*A SENSE OF PURPOSE*
F 272-133	*TROUBLE WITH THE LAW*
F 373-113	*PEEGE*
F 171-123	*CONFORMITY*
F 170-106	*IN A BOX*
F 170-103	*THE HOUSE THAT JACK BUILT*
F 369-109	*A TRIP BACK*
F 268-133	*WALK IN THEIR SHOES*
F 169-160	*WHO COPS OUT*
F 273-127	*DROPPING OUT*

Sound Filmstrips

SFS 766-445	*VALUES FOR TEENAGERS - THE CHOICE IS YOURS (2 Parts)*
SFS 772-404	*UNDERSTANDING YOUR PARENTS*
FS 661-160	*WHO ARE YOU*
SFS 769-415	*ALIENATED GENERATION (Parts 1-3)*
SFS 770-489	*SEARCH FOR BLACK IDENTITY: MARTIN LUTHER KING (2 Parts)*
SFS 773-439	*REFLECTIONS OF MYSELF*
SFS 773-451	*THAT'S LIFE: EXPLAINING TODAY'S PROBLEMS*

Materials Available from Audiovisual Services:

Sound Filmstrips (continued):

LAW AND ORDER SERIES

SFS 771-421	*CONFLICTS IN AMERICAN VALUES*
SFS 771-422	*EVOLUTION OF AMERICAN VALUES*
SFS 771-423	*INTENSIFIED VALUE CONFLICT: VIOLENT DISSENT*
SFS 771-424	*PEOPLE'S PARK: A CASE STUDY IN VALUE CONFLICT*
SFS 771-425	*STRATEGIES FOR VALUE CHANGE: NONVIOLENT DISSENT*
SFS 771-426	*VARITIES OF HUMAN VALUES*

ADOLESCENT EXPERIENCE SERIES

SFS 773-433	*UNDERSTANDING EMOTIONS*
SFS 773-434	*SHAPING IDENTITY*
SFS 773-435	*SETTING GOALS*
SFS 773-436	*INTERPERSONAL RELATIONSHIPS*
SFS 773-437	*FORMING BELIEFS*
SFS 773-488	*DEVELOPING VALUES*

Slides

SL 873-800	*MANY MASKS WE WEAR, THE (Part 1)*
SL 873-801	*MANY MASKS WE WEAR, THE (Part 2)*
SL 873-807	*COPING WITH LIFE: FRUSTRATION AND DISAPPOINTMENT (Part 1)*
SL 873-808	*COPING WITH LIFE: FRUSTRATION AND DISAPPOINTMENT (Part 2)*

EXPRESSIONS OF LOVE 05420

COURSE DESCRIPTION

In this course the student will read expressions of three basic kinds of love: romantic love, love in a family situation, and love of mankind or brotherhood. The student reads articles, short stories, and novels. Many activities will be verbal, but others will be written in response to literature. Class discussions, both teacher-led and student-initiated, are stressed. Role playing and socio-drama add spice. This course is suggested for students who read at a level below 9th grade although stories are also provided for those who read very well.

GOALS

The student learns to differentiate among different kinds of love and to form value judgments about the importance of each.

The student becomes aware of and assesses the merits of the different forms and kinds of literature that present the theme of love.

The student discriminates between the meritorious and the meretricious in the literature of love.

The student becomes conscious of his own need to love and to be loved.

952

Title	Use
Family (Scholastic Literature Unit). Scholastic Book Services	
FAMILY, ANCHOLOGY	Department
FAMILY, STUDENT LOG	Department
FAMILY, TEACHER'S NOTEBOOK	Department
FAMILY, POSTERS (4)	Department
FAMILY, DITTO MASTER SET	Department
THE PEARL Bantam Books.	Students, Teacher
EDGAR ALLEN. New American Library.	Students, Teacher
THE TWO SISTERS. Scholastic Book Services.	Students, Teacher
CANARY RED. Scholastic Book Services.	Students, Teacher
STRANGER IN THE HOUSE. Scholastic Book Services.	Students, Teacher
ROCK STAR. Scholastic Book Services.	Students, Teacher
MY DARLING, MY HAMBURGER. Bantam Books.	Students
MY DARLING, MY HAMBURGER, TEACHER-STUDENT PACKAGE. American Book Co.	Teacher
BONNIE JO, GO HOME. Bantam Books.	Students, Teacher
JEREMY. Bantam Books.	Students, Teacher
A GUIDE FOR PARENTS AND TEACHERS. Reader's Digest Services.	Teacher
PERSPECTIVE ON LOVE, MORALS, AND MARRIAGE. Reader's Digest Life Values Series.	Students, Teacher
PERSPECTIVE ON SEX AND SEXUALITY. Reader's Digest Life Values Series.	Students, Teacher
MR. AND MRS. BO JO JONES. New American Library.	Students, Teacher
PORTRAIT OF JENNY. Popular Library.	Students, Teacher
LOVE IS NEVER ENOUGH. Scholastic Book Services.	Students, Teacher

Title	Use
Small World (Scholastic Literature Unit). Scholastic Book Services	
SMALL WORLD, ANTHOLOGY	Department
SMALL WORLD, STUDENT LOG	Department
SMALL WORLD, TEACHER'S NOTEBOOK	Department
SMALL WORLD, POSTERS (4)	Department
SMALL WORLD, DITTO MASTER SET	Department
THE WITCH OF BLACKBIRD POND. Dell Publishing Co.	Students, Teacher
STEAL AWAY HOME. Avon Books.	Students, Teacher
WALKABOUT. Scholastic Book Services.	Students, Teacher
LISA, BRIGHT AND DARK. New American Library.	Students, Teacher
ONLY EARTH AND SKY LAST FOREVER. Scholastic Book Services.	Students, Teacher
BRIAN'S SONG. Bantam Books.	Students, Teacher
THE FAMILY (THE CONCERNS OF MAN). McDougal, Littell and Co.	Students, Teacher
LOVE (THE CONCERNS OF MAN). McDougal, Littell and Co.	Students, Teacher
BROTHERHOOD (THE CONCERNS OF MAN). McDougal, Littell and Co.	Students, Teacher
A RAISIN IN THE SUN. Signet, The New American Library.	Students, Teacher

Title	Use
Crossroads, Level Two. Noble and Noble, Publishers, Inc.	
LOVE'S BLUES	Students
ME, MYSELF AND I	Students
DREAMERS OF DREAMS	Students
HE WHO DARES	Students
STUDENT ACTIVITY BOOK FOR LOVE'S BLUES; ME, MYSELF AND I; DREAMERS OF DREAMS; HE WHO DARES.	Students
TEACHER'S MANUAL FOR LOVE'S BLUES; ME, MYSELF AND I; DREAMERS OF DREAMS; HE WHO DARES	Teacher
LOVE'S BLUES, RECORD	Department
ME, MYSELF AND I, RECORD	Department
DREAMER OF DREAMS, RECORD	Department
HE WHO DARES, RECORD	Department

259

Title	Use
Crossroads, Level Three. Noble and Noble Publishers, Inc.	
TOMORROW WON'T WAIT	Students, Teacher
BREAKING LOOSE	Students
IN OTHERS' EYES	Students
PLAYING IT COOL	Students
STUDENT ACTIVITY BOOK FOR TOMORROW WON'T WAIT; BREAKING LOOSE; IN OTHERS' EYES; PLAYING IT COOL.	Students
TEACHER'S MANUAL FOR TOMORROW WON'T WAIT; BREAKING LOOSE; IN OTHERS" EYES; PLAYING IT COOL.	Teacher
TOMORROW WON'T WAIT, RECORD	Department
BREAKING LOOSE	Department
IN OTHERS' EYES	Department
PLAYING IT COOL	Department

260

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
FAMILY LOVE I. The student analyzes family relationships, their strengths and failures, as depicted in one or several novels. A. He begins to think about the family as a positive force in a person's life.	Select novels for individual, group or class study: *THE PEARL* *STRANGER IN THE HOUSE* *EDGAR ALLAN* *THE TWO SISTERS* *CANARY RED* *ROCK STAR* WRITING ACTIVITY: Role play situations which call for weathering in succumbing to family crises: i.e: money matters, illness, pregnancy, separation or divorce, bereavement. Role play situations which call for a resolution of sibling rivalries. NOTE: If the student reads several of the recommended novels, he might write a paper comparing and contrasting the families portrayed and analyzing their influence on the development of the main characters.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
B. From his readings, he considers an individual's obligation to his family. He recognizes family obligations as sources of both satisfaction and conflict and seeks examples of these in the readings he selects.	F 272-135 *WHEN PARENTS GROW OLD* ACTIVITIES: Improvise situations in which the student is faced with requests concerning household chores, sharing, doing favors, etc. by different family members. Role-play possible reactions and responses. FAMILY (Scholastic Literature Unit) See Teacher's Manual for suggested activities FAMILY *(THE CONCERNS OF MAN)*. McDougal, Littell) NOTE: This volume is for students who read at the tenth-grade level. It presents the theme of "Family" in mature, literary selections.
II. The student analyzes the variety of roles, characters in novels and stories he reads that play in their families.	ACTIVITIES: The students discuss the fact that relationships between family members often vary in intensity. FAMILY, TEACHER'S NOTEBOOK (Scholastic)contains suggestions for class activities. FAMILY (Scholastic Literature Unit)
A. He recognizes the many roles he now plays in his family.	FAMILY (*THE CONCERNS OF MAN*).
B. He recognizes that one's roles change as one matures and acquires new responsibilities and privileges.	ACTIVITY: Drawing upon a story or novel he has read, the student writes a paper describing the progression of roles assumed or acquired by a character who interests him. F 372-114 *VIOLIN, THE*

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
ROMANTIC LOVE I. The student reads about the "old" and "new" moralities. A. He expresses his reactions in comments in class discussions and in his writings. B. He evaluates the effectiveness of the portrayals of conflicts between "moralities" and between generations.	CROSSROADS SERIES: Level 2 *ME, MYSELF AND I* *HE WHO DARES* *LOVE'S BLUES* *DREAMERS OF DREAMS* Level 3 *TOMORROW WON'T WAIT* *IN OTHERS' EYES* *BREAKING LOOSE* *PLAYING IT COOL* See Teacher's Manuals for CROSSROADS, Levels 2 and 3, for suggested activities. *LOVE (THE CONCERNS OF MAN)* For the student who reads at 10.0 or above, *LOVE* offers mature and literary readings. F 272-108 *GOODBYE LYNN* ACTIVITY: *GOODBYE LYNN* deals with highschool girl who is pregnant and unmarried. Students should easily recognize the problems she encounters. The teacher should preview the film, then structure preliminary discussion to prepare class for viewing. Lively discussions should follow viewing of the film. Study of one or both of the following novels will provoke discussion of problems teenagers encounter. *MY DARLING, MY HAMBURGER* *BONNIE JO, GO HOME* NOTE: *BONNIE JO, GO HOME*, treats the subjects of unwanted pregnancy and abortion. Teacher-led discussions and students' written reactions should be carefully structured. Novels may be read by different groups within the class.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
II. The student reads about and gains insight into the nature and forms of love. He begins to develop sensitivity to his own feeling.	Supplementary books for individual or smallgroup reading: *READER'S DIGEST LIFE VALUES SERIES* *SEX AND SEXUALITY* *LOVE, MORALS AND MARRIAGE* "MORALITY: YESTERDAY, TODAY AND TOMORROW," pp.33-56. At the conclusion of each article are questions providing for oral and written responses. Students can compile lists of rules for "old" and "new" moralities and discuss the similarities and differences, merits and demerits of each view. *LOVE, MORALS AND MARRIAGE*, "OF CONCERN TO YOUNG LOVERS," pp. 8-29 ACTIVITIES: Students respond orally and in writing to questions raised by these articles. Students compile a checklist that records their ideas about how to determine whether or not one is truly "in love." (To be modeled after the list provided in "OF CONCERN TO YOUNG LOVERS.") READING: Initiate individual or smallgroup work on one of the following: *LOVE IS NEVER ENOUGH* *PORTRAIT OF JENNY* *JEREMY* Jeremy deals with what a "crush" can be like. The book helps students to empathize with a person's "loss" of a lover or close friend.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
III. The student focuses upon the themes of love and marriage in a manner that helps him to discriminate between "romance" and "realism" and to consider the values of each. A. He defines "romance" and "realism" in both literary and personal terms. He sees how the literary definition differs from the popular use of the word ROMANCE. B. He reads about the conflicts that arise in love and marriage when expectations conflict with realities.	*LOVE, MORALS AND MARRIAGE,* "INSIGHT INTO SUCCESSFUL MARRIAGE," pp. 62-86, and "Facing Realities," pp. 88-111 Choose one of these novels or have students choose one, or use both with different groups. *LOVE IS NEVER ENOUGH* *MR. AND MRS. BO-JO JONES* CROSSROADS SERIES- (Select useful titles for class reading.) ACTIVITY: Students read orally and/or silently. Questions from the *READER'S DIGEST LIFE VALUES SERIES* can also be used as a basis for oral or written assignments. ROLE-PLAYING SITUATIONS: Husband comes home from work, tired and hungry, but wife is not ready with dinner and the house is a mess or wife comes home and an argument ensues. Wife accuses husband of paying attention to other women or vice-versa -- jealousy. Boyfriend proposes. Girlfriend refuses. Girl gives a convincing argument stating why she does not think she is ready for marriage. She avoids hurting the boy's feelings. She accepts, stating why.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	X and Y are married. They determine their income, plan menus, pay bills, plan for their children's futures. Can they make it? Role play trips to grocery store. Plan real field trip to see if students have planned their food budget realistically. Similar comparisons of planning during role-playing and the facts could be interesting.
	Discuss how the realities of life can interfere with romantic dreams if the partners in a marriage have not faced them in advance. *MR. AND MRS. BO JO JONES* is a good novel to read as a basis for this discussion.
C. He discusses the"happy ending" in fiction and film.	ACTIVITY: Discuss books or films which treat the effects of divorce or separation on an individual. Role playing based on situations suggested in readings may be effective in stimulating discussion. ACTIVITY: Consider the impact of the "old movies" of the 30's to 50's and their happy endings on people's expectations. Consider, also, the impact of the films of the 60's and 70's on expectations of happiness in love and marriage. Compare and contrast the films of the two eras. Speculate as to their effect on people's expectations of love and marriage. SFS 770-531 *LOVE AND MARRIAGE. PARTS I and 2* SFS 766-442 *AND THEY LIVED HAPPILY, EVER AFTER, UNDERSTANDING TEENAGE MARRIAGE* (2 parts) ACTIVITY: Students write a composition comparing the advantages of getting married "right out" of high school to the disadvantages. Follow with group or panel discussions. They use examples from their reading to support their opinions.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
BROTHERHOOD I. The student through his reading, expands his concept of brotherhood.	F 255-110 *MAHATMA GANDHI* F 368-105 *I HAVE A DREAM - THE LIFE OF MARTIN LUTHER KING* F 269-165 *TRIBUTE TO MALCOLM X* ACTIVITY: Students write papers expressing what they think the term *BROTHERHOOD* means. Students discuss their concepts of brotherhood in panel or class discussions. Students write papers, based on library research about someone who, in his life, stressed universal brotherhood. *SMALL WORLD*, (Scholastic Literature Unit) *TEACHER'S NOTEBOOK* contains useful suggestions for class activities. *BROTHERHOOD (THE CONCERNS OF MAN)* For students who read 10.0+. Individual, small group, or class reading of same, few or all of these novels will form a background for discussion of the theme "Brotherhood" and for help in attaining goals: *THE WITCH OF BLACKBIRD POND* *STEAL AWAY HOME* *WALKABOUT* *LISA, BRIGHT AND DARK* *ONLY EARTH AND SKY* *BRIAN'S SONG*
A. He examines the problems and the satisfactions of friendships with persons from different groups as these appear in the literature he selects.	

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
B. He examines the problems in and satisfactions of friendships with persons from groups other than his own as these appear in his own life.	*CROSSROADS, LEVEL THREE.* See Teacher's Manual for suggested class activities.
II. The student, through his reading, heightens his awareness of problems faced by various groups, because of their religion, race, sex, or age.	F 169-103 *RAISIN IN THE SUN.* Class oral reading of this play is a worthwhile activity. ACTIVITY: Students role-play situations derived from their readings and from their personal experiences which help to illustrate cultural and other differences. They present possible resolutions of differences or ways to arrive at appreciation of the richness in difference. *SMALL WORLD, TEACHER'S NOTEBOOK* contains suggested activities. *BROTHERHOOD (THE CONCERNS OF MAN)*
III. The student increase his awareness that, custom, not reason, often dictates the way people treat one another by reading books and viewing films which treat the subject.	F 249-110 *PICTURE IN YOUR MIND* SFS 766-443 *THINK OF OTHERS FIRST*
A. He analyzes an example selected from his reading of mistreatment or violence between groups or individuals based on ignorance.	ACTIVITY: Students examine and discuss concepts presented in the films. Students prepare a list of cultural traits and behaviors which they consider different from their own. They draw upon their reading for some examples, upon their experience for others. They do some library research to seek reasons why such differences exist and to discover what purposes they serve. Students may present oral or written reports of their findings. Class discussion should follow.
B. He analyzes an example selected from his reading of friendship and mutual assistance between groups or individuals based on understanding.	*SMALL WORLD TEACHER'S MANUAL* contains suggested activities. *BROTHERHOOD (THE CONCERNS OF MAN).*

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	ACTIVITY: To help the student really feel the possibilities in bonds of brotherhood, help him begin to correspond with a pen pal in another country. For names write to: Letters Abroad 45 East 65th Street New York, New York 10021 Incernational School Correspondence Program American Junior Red Cross 17th and D. Streets N.W. Washington, D.C.

Supplementary Books (School Library Collection)

Author	Publisher of paper-back edition	Category
DATE TALK, R. N. Lawrence	Scholastic Book Services	Personal
I AM FIFTEEN AND I DON'T WANT TO DIE, Christine Arnothy	Scholastic Book Services	Brotherhood
FIRST LOVE, Gay Head	Scholastic Book Services	Personal
MY HOME, SWEET HOME, Giovanni Guareschi	Pocket Books	Family
BLUE WILLOW, Doris Gates	Scholastic Book Services	Family
TO HAVE AND TO HOLD, Mary Johnston	Webster-McGraw Hill	Personal
BEST FRIEND, Shirley Simon	Archway Paperbacks	Brotherhood
HOW TO WIN FRIENDS AND INFLUENCE PEOPLE, Dale Carnegie	McGraw-Hill	Personal
SEX AND SEXUALITY	Reader's Digest-Life Values Series	Personal, Family
A PLACE OF HER OWN, Ann Marie Falk	Scholastic Book Services	Family
TRISH, Margaret Craig	Berkley Publishing	Personal
WEDDING SONG, Caroline Crane	David McKay and Co.	Brotherhood
PATCH OF BLUE, Elizabeth Kata	Popular Library	Brotherhood
A RAISIN IN THE SUN, Lorraine Hansberry	New American Library	Family
LOVE OF LIFE, Jack London	Scholastic Book Services	Brotherhood
TO TELL YOUR LOVE, Mary Stolz	Scholastic Book Services	Personal
SATURDAY NIGHT, Marjorie Holmes	Scholastic Book Services	Personal
GUANT'S DAUGHTER, Eleanor Shaler	Scholastic Book Services	Family
JENNIFER, Zoa Sherburne	Scholastic Book Services	Family
HEAD INTO THE WIND, Robinson Barnwell	David McKay and Co.	Family
DON'T LOOK AT ME THAT WAY, Caroline Crane	Random House	Family

Supplementary Books (School Library Collections)

Author	Publisher of paper-back edition	Category
DON'T TAKE TEDDY, Babbis Friis-Baastad	Pocket Books	Family
THE YEAR OF THE RACCOON, Lee Kingman	Dell Publishing Co.	Family
IT'S LIKE THIS, CAT, Emily Neville	Harper Row	Family
LEAP BEFORE YOU LOOK, Mary Stolz	Dell Publishing Co.	Family
MARASSA AND MIDNIGHT, Morna Stuart	Dell Publishing Co.	Family
I NEVER LOVED YOUR MIND, Paul Zindel	Bantam Books	Family
NOBODY WAVED GOODBYE, Elizabeth Haggard	Bantam Books	Family
PHOEBE, Patricia Dizenzo	Bantam Books	Family
A LONG WAY HOME FROM TROY, Donia Whitley Mills	Bantam Books	Family
DAVE'S SONG, Robert McKay	Bantam Books	Family

Cassettes (Library Services Center)

C 1904	*KISS THE BOYS GOODBYE*
C 2278	*SHE LOVES ME NOT*
C 2292	*JOHN LOVES MARY*
C 5218	*MARRIAGE PROBLEMS*
C 5949	*SEX IN AMERICA*
C 3348	*MARK, I LOVE YOU*
C 8599	*MARRIAGE: TEN YEARS AFTER*
C 8601	*WOMEN OUTSIDE MARRIAGE*

272

Films

F 272-135 *WHEN PARENTS GROW OLD*
F 372-114 *VIOLIN, THE*
F 272-108 *GOODBYE LYNN*
F 255-110 *MAHATMA GANDHI*
F 368-105 *I HAVE A DREAM - THE LIFE OF DR. MARTIN LUTHER KING*
F 269-165 *TRIBUTE TO MALCOLM X*
F 249-110 *PICTURE IN YOUR MIND*
F 169-103 *RAISIN IN THE SUN*

Sound Filmstrips

SFS 770-531 *LOVE AND MARRIAGE.* Parts 1 and 2
SFS 766-442 *AND THEY LIVED HAPPILY, EVER AFTER - UNDERSTANDING TEENAGE MARRIAGE* (2 parts)
SFS 766-443 *THINK OF OTHERS FIRST*

COURSE DESCRIPTION

What do Chief Joseph, Jade Snow Wong, Raphael Jesus Gonzalez, and Dr. Martin Luther King, Jr., have in common? They are all writers and members of ethnic minority groups in America. Read the works of these and other writers, representing people from many nations, cultures, and ethnic groups with an emphasis on Afro-American, Asian-American, native American, and Chicano writers. Expand your awareness of the assumptions, perceptions, prejudices and of the warmth that can grow between people of different backgrounds. Open to all students who have interest in this theme.

GOALS:

The student studies literature written by members of many ethnic groups.

The student realizes that people of different religious, ethnic, and socio-economic stations can have common concerns and can work together to solve common problems.

The student learns why people are different and learns to respect and accept these differences.

NOTES TO TEACHER

It is suggested that teachers invite guest speakers representing various ethnic groups so that the class may talk with them and broaden their understanding of their groups concerns. As an introduction to each ethnic group, the class should explore the group's media image, particularly film. Does this image reveal prejudice? Is this image accurate in any way? Can an image or stereotype be accurate?

As a semester project, students might prepare a multi-ethnic cookbook. A variety of cassette tapes are available in the libra for students to use to gather information for reports. For example, a student might present oral and/or written reports on a specific tribe of American Indians. their myths and legends.

Materials

Title	Use
AFRO-AMERICAN AUTHORS. Houghton Mifflin Co., 1972.	Students, Teacher
AMERICAN-INDIAN AUTHORS. Houghton Mifflin Co., 1972.	Students, Teacher
ASIAN-AMERICAN AUTHORS. Houghton Mifflin Co., 1972.	Students, Teacher
MEXICAN-AMERICAN AUTHORS. Houghton Mifflin Co., 1972.	Students, Teacher
MULTI-ETHNIC LITERATURE, INSTRUCTOR'S GUIDE. Houghton Mifflin Co., 1972.	Teacher
WE,TOO, BELONG. Dell Publishing Co., 1969.	Students, Teacher
SPEAKING FOR OURSELVES. Scott, Foresman and Co., 1969.	Teacher
BLACK BOY. Harper and Row.	Students, Teacher
CHICANO. Avon Books, Inc.	Students, Teacher
WHEN LEGENDS DIE. Bantam Books, Inc.	Students, Teacher
WHEN LEGENDS DIE: TEACHER-STUDENT PACKAGE. American Book Co.	Teacher
FIFTH CHINESE DAUGHTER. Harper and Row.	Students, Teacher
EIGHT AMERICAN ETHNIC PLAYS. Scribner Publishing Co.	Students, Teacher
WEBSTER'S NEW COLLEGIATE DICTIONARY. American Book Co.	Class set

215

Supplementary Novels for Multi-Ethnic Literature (School Library)

Title, Author	Publisher (Paperback)
NATIVE SON, R. Wright	Harper and Row
I AM THE DARKER BROTHER: AN ANTHOLOGY OF MODERN POEMS BY BLACK AMERICANS	Macmillan Co., A. Adoff, ed.
I AM JOAQUIM, R. Gonzales	Bantam Book, Inc.
DURANGO STREET, F. Bonham	Dell Publishing Co.
WHEN TREES WERE GREEN, O. Dodson	Popular Library Books
SOUTH TOWN, L. Graham	Signet Books
ISLAND OF THE BLUE DOLPHIN, S. O'Dell	Dell Publishing Co.
MIRIAM, A Sommerfelt	Scholastic Book Services
RAISIN IN THE SUN, L. Hansberry	Signet Book
THE LEARNING TREE, G. Parks	Fawcett World
JUBILEE, M. Walker	Bantam Books, Inc.
MAMA'S BANK ACCOUNT, K. Forbes	Harcourt, Brace, Jovanovich
MY ANTONIA, W. Cather	Houghton Mifflin Co.
FIDDLER ON THE ROOF, J. Stein	Pocket Books
ISHI, T. Kroeber	Bantam Books, Inc.
THE BATTLE OF THE 1000 SLAIN, C. Fayne Porter	Scholastic Book Services
MACHO, E. Villasenor	Bantam Books, Inc.
THE AUTOBIOGRAPHY OF MISS JANE PITTMAN, E. Gaines	Bantam Books, Inc.
THE AUTOBIOGRAPHY OF MALCOLM X, Malcolm X and A. Haley	Grove Press.

912

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
AFRO-AMERICAN AUTHORS	
I. The student, aided by his reading, grows in his awareness of ways in which prejudice affects Black Americans.	*AFRO-AMERICAN AUTHORS* "Incident," p. 20 *WE,TOO, BELONG* "Tableau," p. 220 *AFRO-AMERICAN AUTHORS* "On the Road," p. 31 "Mother Dear and Daddy," p. 115 Read "The Boy Who Painted Christ Black." ACTIVITY: Discussion on the topic "Prejudice Within Ethnic Groups." F 273-124 *PREJUDICE--A LESSON TO FORGET* F 273-122 *BILL COSBY ON PREJUDICE*
II. The student strives to understand the variety of attitudes of Black Americans toward their own group and customs and toward others.	*AFRO-AMERICAN AUTHORS* "The Man Who Went to Chicago," p. 45 *BLACK BOY*, Richard Wright *MULTI-ETHNIC LITERATURE, INSTRUCTOR'S GUIDE*--See "For Composition," #2, p. 19 *AFRO-AMERICAN AUTHORS* "At Burns-Coopers'," p. 76 *MULTI-ETHNIC LITERATURE, INSTRUCTOR'S GUIDE*, p. 23 ACTIVITY: Compare this story to Richard Wright's "The Man Who Went to Chicago"

277

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
III. The student, through the writings of Black Americans, experiences vicariously the concerns and feelings of individual writers.	*AFRO-AMERICAN AUTHORS* "Negroes Have the Right to Fight Back," p. 89. Compare to "Martin Luther King, Jr.," p. 185 and discuss violent versus non-violent tactics as tools to gain rights. *AFRO-AMERICAN AUTHORS* "I Have a Dream," p. 137, compare with stories listed above SFS 770-489 *SEARCH FOR BLACK IDENTITY: MARTIN LUTHER KING* *AFRO-AMERICAN AUTHORS* "A Good Long Sidewalk," p. 108 Compare with "On Being Crazy," p. 17 *MULTI-ETHNIC LITERATURE, INSTRUCTOR'S GUIDE* "For Composition," p. 32 *WE, TOO, BELONG* "A Day in the Life of a Slave," p. 45; "Harriet Tubman," p. 58 Suggested supplementary reading: *THE AUTOBIOGRAPHY OF MISS JANE PITTMAN* ACTIVITY: Design assignment which will encourage students to use microfilmed *SCHOMBURG COLLECTION* in the school's library. *AFRO-AMERICAN AUTHORS* "The Life of Frederick Douglass," p. 7, *WE, TOO, BELONG* "Life as a Freeman," p. 83 SFS 764-405 *FREDERICK A. DOUGLASS* *AFRO-AMERICAN AUTHORS* "Frederick Douglass," (a poem), p.136 "King of the Bingo Game," p. 60. Compare events in this story to incidents on TV game shows.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	ACTIVITY: "The Rockpile" p. 97 Students explain John's allowing Roy to play on the rockpile, either in writing or in discussion. "A Fly in the Buttermilk," p. 201 F 373-106 *STREET OF THE FLOWER BOXES, PART I* F 373-107 *STREET OF THE FLOWER BOXES, PART II* *EIGHT AMERICAN ETHNIC PLAYS* *RAISIN IN THE SUN* *DAY OF ABSENCE* F 366-111 *FREDERICK DOUGLASS, PART 1* F 366-112 *FREDERICK DOUGLASS, PART 2*

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
AMERICAN-INDIAN AUTHORS I. The student becomes aware of isolation and alienation as felt and expressed by Indian writers.	*AMERICAN-INDIAN AUTHORS* *MULTI-ETHNIC LITERATURE, INSTRUCTOR'S GUIDE* *AMERICAN-INDIAN AUTHORS* "I Do Have a Name" For background information use library cassette *LIFE ON THE RESERVATION* F 273-122 *MORRISEAU* Supplementary novel: *WHEN LEGENDS DIE*
II. The student becomes aware of some of the customs and values of the "first Americans."	*AMERICAN-INDIAN AUTHORS* "Chief Joseph," p. 5 *WE, TOO, BELONG*, p. 44 contains a poem about Chief Joseph *AMERICAN-INDIAN AUTHORS* "On the White Man's Trail," p. 50; "This Country Was a Lot Better Off," p. 133; "Chee's Daughter," p. 81. ACTIVITY: Role playing or debating would be appropriate after the students' reading of these stories. Discussion topic: "Comparison of Indian customs concerning children with modern child custody laws." (For example, now a woman normally gets custody of the child.)
III. The student reads to increase his understanding some of the ways that prejudice affects or has affected American Indians.	*AMERICAN-INDIAN AUTHORS* "The Killing of Crazy Horse," p. 39. Library cassette - "Genocide: American Style" (On the treatment of Indians in America.)
IV. The student strives to understand the attitudes of American Indian writers toward their own group and customs and toward outsiders.	*AMERICAN-INDIAN AUTHORS* "The Changer Comes to the Lummi," p. 7 *MULTI-ETHNIC LITERATURE, INSTRUCTOR'S GUIDE*, p. 51 ACTIVITY: Compare "The Changer Comes to the Lummi" to Greek legends that are similar. Discuss groups' attitudes toward their pasts.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
V. The student learns some legends and myths from the heritage of American Indians.	*AMERICAN-INDIAN AUTHORS* "The Orphan," p. 13 *MULTI-ETHNIC LITERATURE, INSTRUCTOR'S GUIDE*, p. 54 *AMERICAN-INDIAN AUTHORS* "Summer Water and Shirley," p. 96;"The Promised Visit," p. 126, (on superstition) F 169-112 *FIRST AMERICANS, THE: AND THEIR GODS* SFS 770-710 *AMERICAN INDIAN, THE: A DISPOSSESSED PEOPLE*

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
MEXICAN-AMERICAN AUTHORS	
I. The student becomes aware of feelings of isolation and alienation as experienced and expressed by Mexican-American writers.	*CHICANO*, Vasquez *MEXICAN-AMERICAN AUTHORS* "The Bending of a Twig," p. 132 ACTIVITY: Discuss things that individuals of other groups want to hide or forget from their heritage. F 370-127 *MEXICAN AMERICANS: HERITAGE AND DESTINY*
II. The student grows in his awareness of the customs and values of Mexican-Americans.	*MEXICAN-AMERICAN AUTHORS* "Among My People," p. 8 ACTIVITY: Students write character descriptions of people in their neighborhood or of relatives. *MEXICAN-AMERICAN AUTHORS* "Dichos," p. 27 ACTIVITY: Students relate or write proverbs similar to the Mexican ones mentioned in "Dichos." *MEXICAN-AMERICAN AUTHORS* "The Street of the Three Crosses," p. 52 ACTIVITY: Role playing or discussion of courtship customs. *MEXICAN-AMERICAN AUTHORS* "Sunday Costs Five Pesos," p. 76 ACTIVITY: Discuss reputation - do we place demands on girls and boys in our society? Have students act out scenes from the play. The videotape recorder could be used here to capture the scenes.
III. The student through his reading, learns some of the ways that prejudice has affected some Mexican American writers.	*MEXICAN-AMERICAN AUTHORS* "The Street of the Canon," p. 68 *MULTI-ETHNIC LITERATURE, INSTRUCTOR'S GUIDE*, p. 15,#2

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
IV. The student reads about experiences and feelings of Mexican-American writers.	*MEXICAN-AMERICAN WRITERS* "Cecilia Rosas," p. 113 ACTIVITY: Discussion topic - "Should Traditions and Customs Be Preserved?" *MEXICAN-AMERICAN WRITERS* "The Immigrant Experience," p. 150 ACTIVITY: Write a parody using background *EIGHT AMERICAN ETHNIC PLAYS*, "Wetback Run"
V. The student learns some legends and myths from the heritage of Mexican-Americans.	*MEXICAN-AMERICAN WRITERS* "Corrido de Jacinto Trevino," p. 5 ACTIVITY: Discussion-"The Lone Ranger!" Students could make reports on the Texas Rangers giving both viewpoints of Mexicans and Texans. Play records of other ballads about heroes. *MEXICAN-AMERICAN AUTHORS* "The Legend of Gregorio Cortez," p. 35 *MULTI-ETHNIC LITERATURE, INSTRUCTOR'S GUIDE*, p. 33

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
ASIAN-AMERICAN AUTHORS	
I. The student, through his reading, grows in awareness of the feelings of Asian-American writers.	*ASIAN-AMERICAN AUTHORS* *FIFTH CHINESE DAUGHTER*, Jade Snow Wong SFS 768-461 *ORIENTALS* *ASIAN-AMERICAN AUTHORS* "The Eggs of the World," p. 95 *MULTI-ETHNIC LITERATURE, INSTRUCTOR'S GUIDE*, "For Compositions-Description," p. 104 ACTIVITY: If the class is able the teacher might want them to set up their own list of analogues to describe someone. *ASIAN-AMERICAN AUTHORS* "Scent of Apples," p. 162 ACTIVITY: Students could discuss or write about a place they have known or imagined. Did that place really match their memory of it?
II. The student learns about some customs and values of Asian Americans.	F 372-107 *THE IMMIGRANT: THE LONG, LONG JOURNEY* *ASIAN-AMERICAN AUTHORS*, Discussion question #2, p. 23; "Food for All His Dead," p.48 ACTIVITY: Compare the boy's attitude in this story with the boy's attitude in "From Father and Glorious Descendant" p. 16
III. The student reads of ways that prejudice has affected Asian-Americans.	*ASIAN-AMERICAN AUTHORS* "Auntie Tsia Lays Dying," p.77; "For Composition" (Analysis), p. 107 "One Sunday in December," p. 100 ACTIVITY: Students should make reports from magazines and newspapers to show information they have gathered on Daniel Inouye today. "From West Side Songs," p. 109 ACTIVITY: Discuss racial slurs, their effects on people.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
IV. The student reads expressions of attitudes of Asian American writers toward their own group and customs and toward outsiders.	*ASIAN-AMERICAN AUTHORS* "Query", p. 13 *MULTI-ETHNIC LITERATURE, INSTRUCTOR'S GUIDE*, p. 110 "For Composition-Affective Exposition." This a good time to discuss what contributions Asian-Americans have made to the United States. ACTIVITY: "It Was a Warm Summer Day" p. 136 Compare with "Query," p. 131

Films:

F 169-112	*FIRST AMERICAN, THE: AND THEIR*
F 372-107	*THE IMMIGRANT: THE LONG, LONG JOURNEY*
F 366-111	*FREDERICK DOUGLASS, PART 1*
F 366-112	*FREDERICK DOUGLASS, PART 2*
F 370-127	*MEXICAN-AMERICAN-HERITAGE AND DESTINY*
F 271-165	*MINORITIES: FROM AFRICA, ASIA, AND THE AMERICAS*
F 371-130	*BILL COSBY ON PREJUDICE*
F 273-124	*PREJUDICE: A LESSON TO FORGET*
F 373-106	*STREET OF THE FLOWER BOXES, PART I*
F 373-107	*STREET OF THE FLOWER BOXES, PART 2*
F 273-122	*MORRISEAU*
F 272-154	*MINORITIES: PATTERNS OF CHANGE*

Sound Filmstrips

SFS 770-710	*AMERICAN INDIAN, THE: A DISPOSSESSED PEOPLE*
SFS 764-405	*FREDERICK A. DOUGLASS*
SFS 770-489	*SEARCH FOR BLACK IDENTITY: MARTIN LUTHER KING*

MINORITIES HAVE MADE AMERICA GREAT SERIES
(The teacher may want to begin study of each group with a sound film strip about it. These materials are also used in Urban Studies Component, *MINORITIES, U.S.A.*

Set One

SFS 766-423	*GERMANS*
SFS 766-424	*IRISH*
SFS 766-425	*ITALIANS*
SFS 766-426	*JEWS*
SFS 766-427	*NEGROES PART I*
SFS 766-428	*NEGROES PART II*

Set Two

SFS 768-458	*AMERICAN-INDIANS PART I*
SFS 768-459	*AMERICAN-INDIANS PART II*
SFS 768-460	*MEXICAN-AMERICANS*
SFS 768-461	*ORIENTALS*
SFS 768-462	*PUERTO-RICANS PART I*
SFS 768-463	*PUERTO-RICANS PART II*

982

Cass ttes for Multi-Ethnic Literature (Available in school library)

C *GENOCIDE: AMERICAN STYLE* - 44 minutes
C *HISTORY OF THE FORKED TONGUE* - 56 minutes
C *LIFE ON THE RESERVATION* - 52 minutes
C *MEXICAN AMERICANS* - 28 minutes
C *UNLEARNED PREJUDICE*

287

COURSE DESCRIPTION:

Explore the mystery story and the supernatural story as literature. Examine strange phenomena that exist in our world. Read, discuss, and write about modern and classic tales of The Mysterious And The Supernatural. Discuss reports of the occult and of weird occurrences that are presently unexplained. Some of the reading material is difficult for students who read at any level below the ninth grade but interest in the theme is the most important requirement.

INTRODUCTION:

The following guidelines and suggested activities are recommendations which each teacher will follow or adapt to meet the needs of his class. The course can be divided into four sections and can move from somewhat realistic detective stories to fantastic, supernatural stories which incorporate fictional and non-fictional elements.

The suggested order of the units and the approximate time to be spent on each are as follows:

DETECTIVE MYSTERY	From five to eight weeks
STRANGE WORLD	From two to three weeks
DIVINATION, PROPHECY, AND ESP	From one to two weeks
QUARTER BREAK	
SUPERNATURAL	From nine to ten weeks

The length of time students study the material in each section will probably vary greatly, because time will be determined by the depth of inquiry the teacher thinks possible and the intensity of students' interest. The depth of coverage will depend on the ability of the class as a group. The range of difficulty is very broad. It ranges from easy, high-interest reading as in *AND THEN THERE WERE NONE* to the sometimes complex, gothic elements of *DRACULA*. All ability levels are provided for. The class may be grouped by ability and specific areas explored within each group, or the class may work as a single unit in the study of all or of certain selected novels and readings.

NOTE:

This course is not designed to cater to youthful appetites for the macabre. It can become an engrossing and regarding journey into realms of mankind's deepest, most abiding concerns, hopes, and fears. The teacher must show judgment and objectivity in his presentations. No effort should be made to persuade the student to believe or to disbelieve anything pertaining to the occult, the prophetic, or the supernatural as these are treated in the course.

882

GOALS:

The student identifies and uses such literary devices and terms as foreshadowing, suspense, imaginative language, point of view, significant detail, mood and atmosphere.

The student knows what constitutes mystery writing.

The student knows what elements are characteristic of writings about the supernatural.

The student becomes familiar with a new world of literature and develops his sensitivity to and taste for this literature.

The student organizes his thinking and expresses his thoughts clearly in discussion and writing.

The student gains insight into the nature of man by examining the appeal of the mystery story and the supernatural story.

The student is aware of strange and unexplainable occurrences which emphasize the limitations of human knowledge in understanding these phenomena.

The student explores man's belief in superstition and the powers of the unknown.

The student gains insight into man's interest in luck, chance, fate, and the various devices that have been used to explain them, such as: astrology, numerology, palmistry, etc.

The student explores mass media presentations with those of the printed form of various litery works; he compares and contrasts their effectiveness.

DETECTIVE MYSTERY

Title	Use
STORIES OF CRIME AND DETECTION. McGraw-Hill Book Co.	Basic Text Students, Teachers
AND THEN THERE WERE NONE. Pocket Book, Inc.	Students
AND THEN THERE WERE NONE. Easy Order Packet, Perfection Form Co.	Teacher
TEN GREAT MYSTERIES BY EDGAR ALLAN POE. Scholastic Book Services.	Students, Teacher
THE ADVENTURES OF THE SPECKLED BAND AND OTHER STORIES OF SHERLOCK HOLMES. American Book Co.	Students
THE ADVENTURES OF THE SPECKLED BAND AND OTHER STORIES OF SHERLOCK HOLMES, TEACHER-STUDENT PACKAGE. American Book Co.	Teacher
TRACKDOWN. Scholastic Book Services	Students
TRACKDOWN, TEACHER'S EDITION. Scholastic Book Services	Teacher
WORD PUZZLES AND MYSTERIES. Scholastic Book Services	Students
WORD PUZZLES AND MYSTERIES, TEACHER'S EDITION. Scholastic Book Services.	Teacher
FORTUNE TELLING KIT. Scholastic Book Services.	Department
THE LITERATURE OF MYSTERY: FOUR REPRESENTATIVE TYPES. Globe Book Co.	Students
THE LITERATURE OF MYSTERY: FOUR REPRESENTATIVE TYPES, TEACHER'S GUIDE. Globe Book Co.	Teacher
THE CRIME SOLVERS: 13 CLASSIC DETECTIVE STORIES. Dell Publishing Co.	Students, Teacher
MYSTERY TEACHING KIT. Scholastic Book Services.	Teacher
VIEWPOINT	Teacher

Title	Use
STRANGE WORLD	
STRANGE WORLD, Bantam Books.	Students, Teacher
CHARIOTS OF THE GODS? Bantam Books.	Students, Teacher
STRANGER THAN SCIENCE. Bantam Books.	Students, Teacher
DIVINATION, PROPHECY, E.S.P.	
THE OTHER DIMENSION/THE REALM OF IMAGINATION (KIT). Scholastic Book Services.	Department
STRANGE WORLD. Bantam Books.	Students, Teacher
THE SUPERNATURAL	
THE SUPERNATURAL IN FICTION. McGraw-Hill Book Co.	Basic Text Students, Teacher
THE HAUNTING OF HILL HOUSE. Popular Library, Inc.	Students, Teacher
THE TURN OF THE SCREW AND OTHER STORIES BY HENRY JAMES. Scholastic Book Services.	Students
THE TURN OF THE SCREW AND OTHER STORIES BY HENRY JAMES WITH TEACHING GUIDE. Scholastic Book Services.	Teacher
THE TURN OF THE SCREW AND OTHER SHORT NOVELS/TEACHER-STUDENT PACKAGE. American Book Co.	Teacher
DRACULA, Signet, New American Library, Inc.	Students
DRACULA. Easy Order Packet, Perfection Form Co.	Teacher
ELEVEN GREAT HORROR STORIES. Scholastic Book Services,	Students, Teacher
LITERATURE OF THE SUPERNATURAL. McDougall, Littell and Co.	Students
LITERATURE OF THE SUPERNATURAL, TEACHER'S MANUAL. McDougall, Littell and Co.	Teacher
HAUNTED HOUSES. Scholastic Book Services.	Students, Teacher
GHOSTS, GHOULS AND OTHER HORRORS. Scholastic Book Services	Students, Teacher

THE SUPERNATURAL (Continued)

Title	Use
EERIE TALES OF TERROR AND DREAD. Scholastic Book Services.	Students, Teacher
VAMPIRES, WEREWOLVES AND OTHER DEMONS. Scholastic Book Services.	Students, Teacher

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I. The student compares and contrasts methods of creating suspense in various supernatural and mystery stories.	Read and listen to Poe's "Tell-Tale Heart" Discuss the elements that create suspense: point of view, specific detail, mood (single effect). How important is the power of suggestion and self-fulfilling prophecy?
A. The student examines the structure and development of the plot in various supernatural and mystery stories.	Read and listen to W. Collins' "A Terribly Strange Bed." Discuss the elements that create suspense: 1st person narrative, specific detail.
B. The student becomes familiar with the advantages of the literary devices of point of view in supernatural and mystery stories.	Read in *THE SUPERNATURAL IN FICTION*. Listen to W.W. Jacobs' "The Monkey's Paw", and discuss the elements that create suspense: setting, atmosphere, specific detail.
C. The student reads with encouragement for specific details that support major ideas in the supernatural and mystery story.	
D. The student observes how various authors manipulate setting and atmosphere to create mood in supernatural and mystery writing.	Examine the writing styles of the authors Christie, Dunsany, Dahl, Steinbeck, and Kantor by reading their short stories in *THE LITERATURE OF MYSTERY*. "The Dream," p. 593 ("The Dream" also appears in the text *CRIME AND DETECTION.*) "The Grave Grass Quivers," p. 618 "Two Bottles of Relish," p. 637 "Taste," p. 653 "How Mr. Hogan Robbed a Bank," p. 669 Read "The Jam" in *THE SUPERNATURAL IN FICTION* for author's use of setting and mood in creating horror.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
II. The student compares the classic detective mystery with its modern counterpart and compares and contrasts the gothic mystery to the modern mystery.	Read in *THE LITERATURE OF THE SUPERNATURAL* "In the Vault" and "The Considerate Hosts." Discuss the element of revenge in these two stories.
III. The student examines the gothic elements of the horror story and compares them with examples of modern counterparts.	*IN THE SUPERNATURAL IN FICTION* read "The Dark Doors" for theme of revenge. Compare and contrast the style, structure, and development of Shirley Jackson's novel, THE HAUNTING OF HILL HOUSE, with these elements in Bram Stoker's DRACULA. Read Agatha Christie's novel AND THEN THERE WERE NONE. Compare and contrast the structure, development, and style of the novel with those of Doyle or Poe as shown in their detective mysteries or in the gothic novel REBECCA, by Daphne DuMaurier. Read in *THE LITERATURE OF THE SUPERNATURAL* "The Furnished Room" and "The Demon Lover" and discuss the theme of romance in the supernatural. See also *THE SUPERNATURAL IN FICTION* and "Was It a Dream?" Read the introduction of *CRIME AND DETECTION* for a discussion of types of mystery stories.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
IV. The student orally expresses his own experiences, if any, and relates experiences of others, which he may have heard, pertaining to the mysterious and the supernatural. V. The student experiments with writing his own mystery stories, supernatural poems, etc.	Read GHOSTS, GHOULS, AND OTHER HORRORS to capitalize on the student's interest in supernatural folklore. This book may serve to motivate student expression. The student may be assigned oral reports on the varieties of the occult. These need not be in-depth reports but should be at least an explanation. Several illustrations should be included. LONG RANGE PROJECT: Have students compile a "Superstition Book" with each of the students making a contribution, OR have one or several of the students do each of the following activities: 1. Select a superstitious belief and tell about its origin. 2. Explore superstitions of other cultures or of various parts of our country. 3. Create an original story about something that happened as a result of a magical or supernatural cause. 4. Write about a strange personal experience. 5. Write a description of a witch, a devil, or some other strange or mythical creature that has supernatural powers.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	The amount of class time spent on the project will depend on the interest and the ability of the student(s) to compile such a project successfully. The student will decide on a title, illustrations, a dedication, a table of contents, how the work should be put together, and a bibliography. Use this assignment to encourage students to improve their writing. Composition lessons on the side would not interfere with the fun if they are not too pedantic in nature. Possible topics: black cats, four leaf clovers, horseshoes, signs of the zodiac, singing at the table, fortune telling, walking under ladders, crossing one's heart, witches and witch hunts, rabbit's feet, lucky and unlucky numbers, Friday the 13th, palm reading, fear of the dark, wedding superstitions, making a wish, knocking on wood. Divide the class into six groups and allow the student to select personal reading from these supplementary books: *CHARIOTS OF THE GODS?* *IN SEARCH OF ANCIENT MYSTERIES* *GHOSTS, GHOULS, AND OTHER HORRORS* *STRANGER THAN SCIENCE* *LITERATURE OF THE SUPERNATURAL* *LITERATURE OF MYSTERY* Allow ample time for in-class or out-of-class reading of these books and then ask each reading group to compile a synopsis and compilation of their reactions as a group. The student should be encouraged to volunteer freely events that he has experienced or stories that he has heard by way of mouth. The telling of "ghost stories" is an ancient and honorable art.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	For a discussion of ESP, prophecy, fate, chance, and luck, listen to the cassette, "Shamans and Superstitions." Read THE HAUNTING OF HILL HOUSE and discuss in detail which frightening elements of the story can be explained by natural means. Which can only be explained by supernatural forces operating in the story? The following stories in STRANGE WORLD may be used as an introduction to the books IN SEARCH OF ANCIENT MYSTERIES and CHARIOTS OF THE GODS? "UFO Explods Over Nevada" "UFO Over Hawaii" "Strangers In World Skies" "Epilog To 1963" "Is Somebody There"? "Midget From Mars" "Prehistoric Fingerprints" "Ghost Lights" "Rendezvous With A Light" The following stories in STRANGE WORLD may be used as an introduction to and for encouraging further examination of STRANGER THAN SCIENCE. "The Search For Hairy Giants" "The Monster Apes of Oregon" "Monster On The Beach" "Hardly A Cloud In The Sky" "Strange Precipitation" "The Coffins Are Restless Tonight" "Grassless Grave" "Images Of Love And Hate"

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
VI. The student observes and analyzes the various devices man has used to try to explain the roles of luck, chance, and fate in human nature: A. astrology B. numerology C. palmistry D. graphology E. prophecy	Activities: Read the "Real Dracula" in THE LITERATURE OF THE SUPERNATURAL as a basis for discussion of the origin of the Dracula and other vampire legends. Read in THE LITERATURE OF THE SUPERNATURAL, "Readings, Forecasts, Personal Guidance" (a poem) for a discussion of divination. Discuss a ouija board. Clip horoscopes from newspapers and magazines and discuss their implications. Read the sections on astrology, numerology, palmistry, and fortune telling in THE FORTUNE TELLERS HANDBOOK. (See also the TEACHER'S GUIDE TO FORTUNE TELLING.)
VII. The student examines superstitious beliefs and discusses their origins.	
VIII. The student confronts phenomena that contradict orthodox science and are thereby currently unexplained or unexplainable.	Read in STRANGE WORLD the following vignettes "The Vanishing Letter" - prophecy "She Dreamed A Headline" - prophecy and ESP "Can Dreams Foretell the Future?" - prophecy "Mental Photographs" - prophecy and ESP "The Incredible Case of Josia Wilbarger" - ESP and fate "The Runaway Coffin Comes Home" - prophecy and fate "Our Martyred Presidents" - chance "Strange Hunches" - ESP "Howard Wheeler's Enigma" - ESP "Headlines in Advance - ESP and prophecy "Fateful Forecast" - ESP and prophecy "Eyes in Her Fingers" - ESP
IX. The student examines some ideas that man has used to attempt an explanation of the unknown.	

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
X. The student briefly considers the various aspects of the occult: reincarnation, voodooism, satanism, witchcraft, vampirism lycanthropy, teleportation, astral projection, possession (demon and human), psychokinesis, zombiism-spontaneous combustion, poltergeists, automatic writing.	Activities: Read in *THE LITERATURE OF THE SUPERNATURAL.* "Dead Men Working the Cane Fields" for a discussion of zombiism and voodooism. Also, read "In Ghostly Japan" for a discussion of reincarnation; "The Witch Mania" for a discussion of witchcraft and satanism; "The Considerate Hosts" and "The Haunted and the Haunters" for comparison and contrast of ghosts and spirits; "Footsteps Invisiable" and the poem "The Other World" to discuss Egyptology in the supernatural. Also read "The Outsider" in *SUPERNATURAL IN FICTION.* The following stories in STRANGE WORLD can be read for discussion of various occult occurrences and practices. "Had the Boy Lived Before?" "He Flew Through the Air" "Poltergeists in Hoosier Land" "Nashville Poltergeists" "Dead Man's Shorthand" "Exploding Fish Bowl" "The Case of the Blazing Breech Cloths" "Freak Fires" "The Persecuting Flames" "The Mina Mystery" "The Double Mystery of Edwin Drood" Read and dramatize the play "Guests" from Scholastic's Campus Teaching Kit, The Other Dimension. In *THE SUPERNATURAL IN FICTION* read "Share Alike" for a story about vampirism, "The Werewolf" for lycanthropy, "Young Goodman Brown" for satanism and witchcraft; "The Monkey's Paw" for witchcraft; "Burnt Toast" for "selling one's soul to the devil."

692

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
XI. The student understands that it is sometimes fun to be "scared" and that there is the element of humor in writings about the mysterious and the supernatural.	Activities: Listen to Oscar Wilde's THE CANTERVILLE GHOST and discuss the element of humor in this work. Find and read some short stories of H.H. Munro (Saki) and discuss the macabre humor and irony that he uses in his writing.
XII. The student gains insight into the nature and elements of fear.	Listen to *ARSENIC AND OLD LACE* and discuss the comic mystery and the combination of suspense and humor. Listen to the cassettes *FEAR* and *FEAR ITSELF* from Library Services Center for a psychological explanation of fear.
XIII. The student becomes familiar with media that enrich his understanding of various ideas and themes that permeate presentations of the mysterious and the supernatural.	Ask the student to watch a television detective mystery to see if the story writer included clues for the viewer to help him anticipate the outcome without the aid of the detective. View as a field trip within your own school *TEN LITTLE INDIANS*. Available to rent from a film distributor such as Swank.
XIV. The student analyzes the appeal of a media presentation of a literary work.	All cassettes mentioned are available in the school compare them to the written form. Include some stories which have not been read. "Dr. Watson Meets Sherlock Holmes" "The Empty House" "The Case of the Speckled Band" "The Red Headed League" "The Final Problem" "The Second Stain" "The Solitary Cyclist" "The Horwood Builder" "A Case of Identity" "The Adventures of the Six Napoleons"

300

GOALS AND CONTENT	ACTIVITIES AND MATERIALS

"The Blue Carbuncle"
"The Bruce Parlington Papers"

Also, E.A. Poe's "The Purloined Letter."

Activity: View as a field trip in your own school a film or films from a motion picture distributor such as Swank. Suggested available titles:

DRACULA
FRANKENSTEIN MEETS THE WOLFMAN
PHANTOM OF THE OPERA
RETURN OF THE VAMPIRE
THE WOLFMAN
THE MUMMY
THE BIRDS
HORROR OF DRACULA
BRIDE OF FRANKENSTEIN
DRACULA HAS RISEN FROM THE GRAVE

Note: These films could give rise to a discussion of quality in literature, especially in the horror story, since some of these are clich-ridden and "corny" in their treatment of the subject matter. However, the horror film, especially the original versions of DRACULA and FRANKENSTEIN, is a legitimate source of interpretation of literary material that can be discussed for its literary and media use value.

Read the novel DRACULA: listen to the cassette version and see the original film DRACULA, made by Universal, with Bela Lugosi. Compare these media presentations.

Listen to or tape a presentation of KMOX radio's Mystery Theatre; analyze the story and the approach taken in its presentation.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
	View the film THE INNOCENTS (available from Swank) Read Margery Sharp's play THE INNOCENTS and compare it to Henry James' THE TURN OF THE SCREW. Discuss how each medium approaches the same story line. The students will discover how one medium may change the story differently from another. Was there a reason to make changes in presentation for different media? What considerations must be made in interpreting a written work and in putting it into dramatic form? In putting it on film? In what ways is the film form more effective? In what ways is the written form more effective? View the film THE OCCULT: AN ECHO OF DARKNESS Listen to *FRANKENSTEIN* by Mary Shelley on cassette tape to examine the work that formalized one of man's oldest genre: the supernatural tale. Other cassettes available: "The Storm and Annabel Lee" "The Mummy's Foot" "What Was It" "The Fall of the House of Usher" "A Woman in Gray" and "A Suspicious Gift" "The Pit and the Pendulum" "A Terribly Strange Bed" "The Tell-Tale Heart" "The Strange Case of Dr. Jekyll and Mr. Hyde"

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
XV. The student sharpens his reasoning skills when he is confronted with evidence and develop conclusions from it. He attempts to formulate solutions to various mysteries. He becomes familiar with ratiocination in mystery stories.	Use as a class activity the game "CLUE" (Parker Bros.) Use the Scholastic Trackdown Series to improve the student's awareness of what he reads and to strengthen his perception of what he reads in solving mysteries.

COURSE DESCRIPTION:

Why do some individuals conform, while others do not? What makes a person rebel? Is it acceptable to be a rebel? Are rebels needed? Why are some individuals called misfits in society? The student studies various types of rebels and misfits, for example: Lenny in *OF MICE AND MEN*, Atticus and Boo Radley in *TO KILL A MOCKINGBIRD*, and Charley in *FLOWERS FOR ALGERNON*. He learns to understand motivation for the character's behavior and the outcomes and results of it. For any student interested in reading or in the theme.

GOALS:

1. The student studies the causes of the behavior of characters in the literature he reads, who are perceived as "rebels and misfits."
2. The student explains such literary techniques as the author's point-of-view, style, and structure.
3. The student explores the nature of both rebellion and conformity.
4. The student explores through literature attitudes towards and problems of change; he relates vicarious reading experiences to his own experiences with change.

NOTE:

This course uses two basic texts and one supplementary text. In addition six novels are available for students. A supplementary list suggests novels related to the theme which can be borrowed from the school's library. Students should read the basic novels. The teacher should determine the sequence and groups in which materials are used. He may also require reading any of the supplementary novels as part of the course or he may merely suggest them as enrichment reading. Activities listed in the course are offered as suggestions to keep the teacher as he plans. In addition, the basic and supplementary texts offer, with each selection, excellent suggestions activities. To begin the course students might define the words rebel and misfit, list people they consider to be rebels or misfits, and give their reasons for their categorizing them.

Materials:

Title	Use
REBELS, LEVEL 15 (Reading 360). Ginn and Company	Students
REBELS, LEVEL 15, ANNOTATED TEACHER'S EDITION (Reading 360). Ginn and Company	Teacher
VOICES OF MAN - FACE TO FACE. Addison-Wesley Publishing Co.	Students
VOICES OF MAN - FACE TO FACE, TEACHER'S GUIDE. Addison-Wesley Publishing Co.	Teacher
REBELS AND REGULARS. The Macmillan Co.	Students
GATEWAY ENGLISH, LEVEL 3, TEACHER'S MANUAL (REBELS AND REGULARS). The Macmillan Co.	Teacher
GATEWAY ENGLISH, LEVEI3,STUDENT'S MANUAL (REBELS AND REGULARS). The Macmillan Co.	Students
ROMEO AND JULIET/ WEST SIDE STORY. Dell Publishing Co.	Students
ROMEO AND JULIET/ SHAKESPEARE, TEACHER-STUDENT PACKAGE. American Book Co.	Teacher
OF MICE AND MEN. Bantam Books, Inc.	Students
TO KILL A MOCKINGBIRD. Bantam Books, Inc.	Students
TO KILL A MOCKINGBIRD/LEE, TEACHER-STUDENT PACKAGE. American Book Co.	Teacher
FLOWERS FOR ALGERNON. Bantam Books, Inc.	Students
FLOWERS FOR ALGERNON/KEYS, TEACHER-STUDENT PACKAGE. American Book Co.	Teacher
THE OUTSIDERS. Dell Publishing Co.	Students
THE OUTSIDERS/HINTON, TEACHER-STUDENT PACKAGE. American Book Co.	Teacher
THEY MADE A REVOLUTION: 1776. Scholastic Book Services.	Students
WEBSTER'S NEW COLLEGIATE DICTIONARY.	Class Set

Supplementary Material: (School library)

Title, Author	Publisher
AUTOBIOGRAPHY OF MALCOLM X, Malcolm X and Alex Haley.	Grove
BLACK LIKE ME, John H. Griffin.	New American Library
CATCHER IN THE RYE, J.D. Salinger	Bantam Books, Inc.
DIANA: MAKING OF A TERRORIST, Thomas Powers	Houghton Mifflin Co.
ANNE FRANK: THE DIARY OF A YOUNG GIRL, Anne Frank	Pocket Books, Inc.
FAHRENHEIT 451, R. Bradbury	Pocket Books, Inc.
THE HEART IS A LONELY HUNTER, Carson McCullers	Bantam Books, Inc.
I NEVER PROMISED YOU A ROSE GARDEN, Joanne Greenbury	New American Library
JOHNNY TREMAIN, Esther Forbes	Dell Publishing Co.
LISA, BRIGHT AND DARK, John Neufield	New American Library
MAN WITHOUT A COUNTRY, E.E. Hale	Scholastic Book Services
MEMBER OF THE WEDDING, Carson McCullers	AMSCO School Publications
MIRACLE WORKER, William Gibson	Bantam Book Co.
NATIVE SON, Richard Wright	Harper Row
THE NIGHT THOREAU SPENT IN JAIL, J. Lawrence and R.E. Lee	Bantam Book Co.
ONE FLEW OVER THE CUCKOO'S NEST, Ken Kesey	New American Library
RAISIN IN THE SUN, Lorraine Hansberry	New American Library
RED BADGE OF COURAGE, Stephen Crane.	Scholastic Book Services
1984, George Orwell	New American Library
PROFILES IN COURAGE, John F. Kennedy	Harper-Row
THE LONELINESS OF THE LONG-DISTANCE RUNNER, Alan Sillitoe	New American Library

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I. The student analyses literary characters presented or perceived as rebels or misfits.	*REBELS* pp. 41-58 "The Summer of the Car" *F 160-109 *MUNRO* *VOICES OF MAN-FACE TO FACE* pp. 45-50, "A Tribute to His Brother" FL View film loop on Robert Kennedy's funeral (Library) p. 98 "The Returning" F 273-122 *MORRISEAU* p. 69 "The Heroism of S. Jackowski" Cassette "Diary of Anne Frank" Supplementary novel: *ANNE FRANK: THE DIARY OF A YOUNG GIRL* *VOICES OF MAN - FACE TO FACE* p. 119 "The Parsley Garden" p. 130 "Cops' New Weapon - Humiliation p. 132 "The Glass of Milk" *VOICES OF MAN-FACE TO FACE, TEACHER'S GUIDE*, p. 31 Activities suggested to accompany these three stories. *OF MICE AND MEN* Cassette "Of Mice and Men" F 169-160 *"NO MAN IS AN ISLAND"* Supplementary novel: *THE HEART IS A LONELY HUNTER* *FLOWERS FOR ALGERNON* Supplementary novels: *LISA, BRIGHT AND DARK* *I NEVER PROMISED YOU A ROSE GARDEN*
A. He reads on the theme of the alienation of a group.	
B. He reads of the effects of war on individuals which force them into rebellion.	
C. He reads of the pressures created by pride that force a person into rebellion.	
D. He reads of the effects of handicaps, of how people are treated like misfits or rebels because of their physical or mental handicaps.	Discussion topic: Does the law discriminate against or help the handicapped?

*Request must bear signature of the Communication Skills Department Head.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
II. Through literature the student explores the nature, causes and consequences of rebellion.	
A. He reads about rebellion against parents' attitudes.	*REBELS* p. 58, "But I Hate Baseball" ACTIVITY: Encourage students to design an original cartoon or to use a newspaper or magazine cartoon or picture to illustrate attitudes for and against change.
B. He reads stories of rebellion against society's controls and attitudes.	*REBELS* p. 70, "Two Letters, Both Open" ACTIVITY: Students write a letter of complaint. Try to make letters attract attention to real or imaginary problem. (See p. 77 in text)
C. He studies through his reading rebellion against another group's forced views or ideas.	*VOICES OF MAN - FACE TO FACE:* p. 83, "The Boy Who Painted Christ Black" ACTIVITY: Suggest that each member of the class draw or find a picture of a place or object (suggested by the teacher). This drawing or picture should represent the student' concept of the place or object. Have students discuss why their concepts and ideas vary.
D. He analyzes methods of rebellion and their effects both on the rebel and society.	*VOICES OF MAN - FACE TO FACE:* p. 274 "The White Circle" *REBELS:* p.9, "Mr. Bodley's Oak" Compare these two stories, analyzing the effects of rebellion in each. Supplementary novel: *NATIVE SON*

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
E. He compares and contrasts examples of violent and non-violent rebellion found in his reading.	*VOICES OF MAN - FACE TO FACE*: p. 31, "Echoes" *REBELS AND REGULARS*: p.219, "Death of a Tsotsi" p. 174, "Africa's Plea" Compare these stories. *VOICES OF MAN - FACE TO FACE*: p. 59, "From Daybreak" *VOICES OF MAN, TEACHER'S GUIDE*, p. 19 F 370-114 *A MATTER OF CONSCIENCE, PART I*
III. The student reads stories of conformity and non-conformity.	*REBELS AND REGULARS*: p.47, "Letters from Birmingham Jail" p.169, "Wisdom of the Abbot Macarius I" Compare these stories.
A. As a result of his reading, he analyzes the advantages and disadvantages of "going along with" the group.	*REBELS*: p. 15, "The Last Spin" *F 164-107 *THE HANGMAN* F 371-130 *BILL COSBY ON PREJUDICE* ACTIVITY: Have the students chose a partner and play roulette using six pieces of paper, one piece marked with an "X" to represent the bullet.
B. He considers the nature, causes, and effects of contemporary conformity and non-conformity.	*REBELS AND REGULARS:* p. 185, "The Sinister Adolescents" ACTIVITY: Class discusses rebels and misfits as depicted in current films and television shows. *THE OUTSIDERS* - novel SFS 768-530 *DARE TO BE DIFFERENT* Cassettes *AMERICAN CONFORMITY* *AMERICAN YOUTH IN REBELLION* *REBELS AND REGULARS:* p. 194, "The Cyclist's Raid"

*Request must bear signature of the communication Skills Department Head.

309

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
C. He considers literary predictions of conformity and non-conformity in the future.	*REBELS*, "Harrison Bergeron," p.31 *F 171-123 *CONFORMITY* Discuss the advantages and disadvantages of being just like everyone else. Suggested supplementary novels: *1984* and *FAHRENHEIT 451*
D. Search for Individuality	*REBELS*, "The Little Prince," p. 268 *REBELS AND REGULARS*, "The Emperor's New Clothes," p. 154
IV. The student analyzes the causes of changes in characters about whom he reads.	
A. He analyzes an individual character's conflictand fight with or for change.	*REBELS*, "Mr. Bodley's Oak," p. 9 *VOICES OF MAN*, "The White Circle," p. 274 Cassette - *POWER OF MISFITS*
B. He analyzes examples of conflict between parents and children in regard to change.	*REBELS*, "I'd Just As Soon Not," p. 61 SFS 769-415 *ALIENATED GENERATION* (3 parts)
C. He analyzes stories about societal or group behavior in regard to change.	*REBELS*, "A Person as Well as Female," p. 87. *REBELS AND REGULARS*, "Elk Tooth Dress," p. 93 ACTIVITY: Discussion of the impact of "Women's Lib"- can a woman now choose roles in life different from those of the past?
	REBELS, "Hear Me, My Chiefs," p. 97. *REBELS*, "The Nez Perces Indians," p. 99 F 273-122 *MORRISEAU*
D. He considers the effects of various kinds of changes on an individual's human dignity.	*VOICES OF MAN - FACE TO FACE*, "Requiem for a Heavyweight," p.180 *REBELS AND REGULARS*, "Thunder on Sycamore Street," p. 1 Suggested supplementary novel: *ONE FLEW OVER THE CUCKOO'S NEST*

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
V. The student analyzes the attitudes of characters toward differences they encounter in others. A. He examines the reactions of characters to racial differences. B. He examines the impact upon characters in his reading of social differences. C. He analyzes effects of a combination of social and racial differences upon characters in *TO KILL A MOCKINGBIRD*.	*VOICES OF MAN - FACE TO FACE*, "The Filipino and the Drunkard," p. 51 *VOICES, - TEACHER'S GUIDE*, p. 17 *ROMEO AND JULIET/WEST SIDE STORY* Cassette of *ROMEO AND JULIET* are in the school's library. Records of the soundtracks of *ROMEO AND JULIET AND WEST SIDE STORY* are available. R 566-179 *WEST SIDE STORY* ACTIVITY: Students write a newspaper account of both stories. Chart differences and similarities in the two versions of the story. Pay particular attention to attitudes and fates of the characters. *TO KILL A MOCKINGBIRD* ACTIVITY: Discuss Boo Radley, the reaction of other characters toward him. Discuss students' reactions to him. Discuss the views of Atticus Finch toward him. F 366-118 *PRUDENCE CRANDALL, PART I* F 366-119 *PRUDENCE CRANDALL, PART 2* ACTIVITY: Compare Atticus and Prudence, both characters acting against and in spite of the prejudices of society.

Materials available from Audiovisual Services:

Films

F 371 130	*BILL COSBY ON PREJUDICE*
*F 160-109	*MUNRO*
*F 164-107	*THE HANGMAN*
*F 171-123	*CONFORMITY*
F 370-114	*A MATTER OF CONSCIENCE PART I*
F 372-105	*A MATTER OF CONSCIENCE (HENRY VIII AND THOMAS MORE)*
*F 272-126	*LOVE TO KILL* (edited - *BLESS THE BEASTS AND THE CHILDREN*)
*F 270-118	*THE LOTTERY*
*F 170-130	*DISCUSSION OF THE LOTTERY*
F 269-140	*NON-VIOLENT PROTEST*
F 273-122	*MORRISEAU*
F 366-118	*PRUDENCE CRANDALL, PART I*
F 366-119	*PRUDENCE CRANDALL, PART 2*
F 271-171	*FRIENDS & ALIENS*
F 169-160	*NO MAN IS AN ISLAND*
F 269-197	*LEO BEUERMAN*
F 272-164	*MIMI*
F 373-113	*PEEGE*

Sound Filmstrips

SFS 768-530	*DARE TO BE DIFFERENT*
SFS 769-415	*ALIENATED GENERATION* (three parts)
SFS 770-489	*SEARCH FOR BLACK IDENTITY: MARTIN L. KING, PART I, PART II*
SFS 771-719	*TEENAGE REBELLION: CHALLENGE TO AUTHORITY*
SFS 770-713	*THAT STRANGE MR. POE.*

05450

Cassette tapes: (Library Services Center)

AMERICA AND CONFORMITY
AMERICAN YOUTH IN REBELLION
BIRTH OF A REVOLUTION
CATCHER IN THE RYE
COUNTRY OF THE BLIND
DIARY OF ANNE FRANK
HEY, WHITE GIRL
MAN WITHOUT A COUNTRY
OF MICE AND MEN
OUTCASTS OF POKER FLAT
PATTERNS OF STRUGGLE
THE POWER OF MISFITS
RED BADGE OF COURAGE
THOMAS PAINE

313

BLACK WRITERS

05460

COURSE DESCRIPTION

Read from a broad range of Black literature chosen from early American to contemporary writers. Selected contributions, developments, and reactions of Black writers to their times have been assembled to appeal to readers from various cultural backgrounds. Some books are not difficult; others are very challenging. The course is designed primarily for students who read at the ninth-grade level or above, but suitable materials are provided for any student who is interested in this theme.

GOALS

The student studies the literary contributions of Black writers appreciating their diversity and individuality.

The student analyzes the complex actions and reactions of Black writers to the societies in which they live and have lived.

INTRODUCTION

The literary heritage as established by an ethnic group is presented as a development of environmental influences, of cultures passed down through generations of Black people in America and in other countries.

Variations of form and style are presented; many materials are supplied from which the teacher may draw. The material is suitable for presentation to students regardless of their ethnic background and offers a wide range of reading matter for young people. Supplementary materials are listed for this course. Some can be used to allow students to pursue individual topics or authors further than the basic class texts alone would allow.

The sequence of suggested course topics may be decided by the teacher and/or the class. Some classes would function best using a chronological course structure; whereas, other classes would perform best following a thematic pattern. The basic class texts are listed in two major groups according to approximate reading level, with the lower level listed first.

Code	Title	Use
Materials: Group 1		
BH	*THE BLACK HERO.* Scholastic Book Services, 1971.	Students
BHTG	*THE BLACK HERO, TEACHING GUIDE,* Scholastic Book Services, 1971.	Teacher
BHR	*THE BLACK HERO, RECORD.* Scholastic Book Services, 1971.	Department
AAL:F	*AFRO-AMERICAN LITERATURE: FICTION.* Houghton Mifflin Co., 1970.	Students
AAL:FTG	*AFRO-AMERICAN LITERATURE: FICTION, TEACHER'S GUIDE.* Houghton Mifflin Co., 1970.	Teacher
AAL:D	*AFRO-AMERICAN LITERATURE: DRAMA.* Houghton Mifflin Co., 1970.	Students
AAL:DTG	*AFRO-AMERICAN LITERATURE: DRAMA, TEACHER'S GUIDE,* Houghton Mifflin Co., 1970.	Teacher
AAL:P	*AFRO-AMERICAN LITERATURE: POETRY.* Houghton Mifflin Co., 1970.	Students
AAL:PTG	*AFRO-AMERICAN LITERATURE: POETRY, TEACHER'S GUIDE.* Houghton Mifflin, Co., 1970.	Teacher
AAL:NF	*AFRO-AMERICAN LITERATURE: NON-FICTION.* Houghton Mifflin Co., 1970.	Students
AAL:NFTG	*AFRO-AMERICAN LITERATURE: NON-FICTION, TEACHER'S GUIDE.* Houghton Mifflin Co., 1970.	Teacher
DB	*I AM THE DARKER BROTHER.* The Macmillan Co., 1968.	Students
DBTM	*I AM THE DARKER BROTHER, TEACHER'S MANUAL.* The Macmillan Co., 1968.	Teacher
Materials: Group 2		
BP	*BLACK PERSPECTIVES.* Scholastic Book Services, 1971.	Students
BP,TG	*BLACK PERSPECTIVES, TEACHING GUIDE.* Scholastic Book Services, 1971.	Teacher
BP,R	*BLACK PERSPECTIVES, RECORD.* Scholastic Book Services, 1971.	Department

Code	Title	Use
Materials: Group 2 (cont.)		
MBW	*MAJOR BLACK WRITERS*. Scholastic Book Services, 1971.	Students
MBWTG	*MAJOR BLACK WRITERS, TEACHING GUIDE*. Scholastic Book Services, 1971.	Teacher
MBWR	*MAJOR BLACK WRITERS, RECORD*. Scholastic Book Services, 1971.	Department
BV	*BLACK VOICES*. The New American Library, 1968.	Students, Teacher
MBS	*MODERN BLACK STORIES*. Barron's Educational Series, Inc., 1971.	Students, Teacher

SUPPLEMENTARY MATERIALS FOR BOTH GROUP 1 AND GROUP 2

Title	Use
THE AUTOBIOGRAPHY OF MALCOLM X, Alex Haley. Grove Press, Inc., 1965.	Students, Teacher
THE SOULS OF BLACK FOLK, W.E.B. DuBois. Fawcett Publications, Inc., 1961.	Students, Teacher
BLACK POETRY FOR ALL AMERICANS, Ed. Weisman and Wright	
KALEIDOSCOPE: POEMS BY AMERICAN NEGRO POETS. Harcourt, Brace and World, 1967.	Students, Teacher
BLACK AFRICAN VOICES, James Miller et al. Scott Foresman and Co., 1970.	Students, Teacher
THE INVISIBLE MAN, Ralph Ellison. The New American Library, 1952.	Students, Teacher
SHADOW AND ACT, Ralph Ellison, The New American Library, 1964.	Students, Teacher

REFERENCE FOR TEACHERS:

THE AMERICAN NEGRO REFERENCE BOOK, Ed. John P. Davis. Prentice Hall, 1966.	Teacher
THE NEGRO ALMANAC, Ed. Ploski and Brown. Bellweather Publishing Co., 1967	Teacher
NEGRO LITERATURE FOR HIGH SCHOOL STUDENTS, Barbara Dodds. National Council of Teachers of English, 1968.	Teacher

Magazines and Newspapers available in School Libraries

EBONY
JET
ST. LOUIS ARGUS
ST. LOUIS AMERICAN
ST. LOUIS SENTINEL

Schomburg Collection

Some suggested microfilm reels (available in School Libraries)

"THE FIRST NEGRO NEWSPAPER" (1 reel)--1827-29
"THE LIBERATOR" (1 reel)--Negro working class newspaper, 1929-32
"NEW YORK AGE" (31 reels)--Tim Fortune, poet essay lit, mag. 1905-60
"WORKS OF W.W.BROWN" (1 reel) -- 1847-1880, first American Negro to publish novel drama
"WORKS OF CHARLES CHESNUTT" (1 reel)--1899-1905, first Negro writer to work with race from Negro view
"VOICE OF THE NEGRO" (1 reel)--first magazine in South ed. by Blacks
WORKS OF FREDERICK DOUGLASS" (1 reel) -- books, speeches, oration, etc.
"WORKS OF FRANCES E.E. HARPER" (1 reel)--poetry and prose
"WORKS OF ALBERY A. WHITMAN" (partial reel) -- from *NOT A MAN AND YET A MAN* (1877-1901)
"WORKS OF PHYLLIS WHEATLEY" (1 reel)--1753-1794

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
To assist a new teacher or a teacher new to the field of Black Literature the following examples of content which could lead the student to the course goals and activities and materials which might help him grasp the content of the course are given.	
I. The student learns about the roots of Black literature.	AAL:P "African Heritage," pp.52-59 AAL:PTG
A. He studies the African heritage.	
B. He reads and learns some myths.	
C. He reviews historical links with the past.	MBW "On Being Brought from Africa to America" p. 11 (poetry)
D. He reads of the sometimes partial and sometimes complete literary amalgamation of experiences.	BV "Heritage," pp. 54-59 (poetry) "Afro-American Fragment," p. 425 (poetry);"The Negro Writer and the Relationships to His Roots," p. 612 (essay)
E. He compares language styles and genre.	
F. He emphasizes works of Afro-Americans from early ones through those of contemporary American writers.	
G. He makes charts giving information about early Black writers, their works and places of occupation.	BV "The Origin and Growth of Afro-American Literature," p. 632 (essay)

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
II. The student looks at slavery from the points of view of Black writers.	F 265-127 *OUT OF SLAVERY*
A. He hears the voices of and raised about slaves--past and present.	Record: *UP FROM SLAVERY* F 365-124 *SLAVERY* *WORKS OF PHYLLIS WHEATLEY* (Poetry). Schomburg Collection
B. He sees how Blacks moved from resignation and despair to anger.	AAL:D "Images of the South," p. 62; "The New Day," pp. 2-19, "This Imperfect World," pp. 90-99
C. He reads about slavery--official and unofficial.	AAL:PTG "Angry Voices," pp. 112-118
D. He contrasts news items covered by Black writers and by White writers.	
E. He writes a satirical skit about slavery in America.	AAL:D "Purlie Victorius," pp. 177-247; AAL:DTG "A Land Beyond the River," pp. 101-176
F. He prepares profiles on persons of distinction: entertainers, athletes, and political and professional persons.	AAL:NF "From the Autobiography of W.E.B. DuBois," pp. 17-19 Modern Black Stories, "The Bench," pp. 1-10; "The Homecoming," pp. 72-85; "Professor," pp. 146-157; *TO BE A SLAVE* (cassette)
G. He attempts to interview older people whose families have some memory of slavery and prepares a chronicle of some of these experiences.	AAL:NFTG

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
III. The student learns about the Black family as representative and distinct. A. He reads about urban and rural family life. B. He reads stories of the young and the aged. C. He reads of the North and the South. D. He uses pictures from magazines or newspapers. or take photographs to illustrate material from books. E. He writes critical reviews of home life as depicted on television and in motion pictures (Become familiar with meanings of "matriarchal" and "patriarchal" families. F. He contrasts the life styles of northern and southern Black families of the past and of the present eras.	*A HAND IS ON THE GATE* Record *THE LIFE I SING ABOUT* Record F 169-103 *RAISIN IN THE SUN* AAL:D "Raisin in the Sun", AAL:DTG pp. 1-99 BP "Shades of the Black Community," pp. 28-157 BPTG BV "Preface to a Twenty Volume Suicide Note," pp. 483-484; "Look for You Yesterday, Here You Come Today," p. 485 MBW "Ballad of the Land Lord," p. 68; MBWTG "Home," p. 106-108; "The School," pp. 190-197 AAL:F "The Family," pp. 3-36 AAL:FTG AAL:NF "Notes of a Native Son," pp. 79-101; "From *Manchild in the Promised Land*," pp.51-56 Walk Together Children (cassette) AAL:NFTG

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
IV. He reads about the Black individual as seen by Black writers. He recognizes that each man is unique.	"Not Poor Just Broke," pp. 23-32; "Mascot," pp. 35-49; "I Have a Dream," pp. 103-107; I Have a Dream (record)
A. He understands comedy from misery.	AAL:P "Portraits in Black," pp. 22-35
B. He learns why "the caged bird sings."	AAL:D "A Land Beyond the River," pp. 101-176
C. He reads an "Epilogue" from "Nightmare."	AAL: "Man Alone," pp. 107-161
D. He makes lists of Black writers and ranks them according to his personal preferences, according to their political position, from reactionary to radical and according to their influence on their contemporaries.	AAL:ETG BW "In a Strange Country," pp. 84-89; "The Scapegoat," pp. 12-31 MBS "Bruzz," pp. 12-31; "From Go Tell It on the Mountains," pp. 55-70
E. He contrasts the language styles of various Black writers, considering their use of symbols formal and informal diction and use of point of view.	
F. He groups writings similar in theme but not genre.	FS 771-722 *BLACK POEMS, BLACK IMAGES* F 272-162 *POETRY BY AMERICANS: JAMES WELDON JOHNSON*
G. He identifies Black factions and their leaders and publications wherein representative writings can be found.	

Materials available from Audiovisual Services

Films

F 371-130	*BILL COSBY ON PREJUDICE*
F 169-142	*WORLD OF JULIAN BOND*
F 269-165	*TRIBUTE TO MALCOLM X*
F 265-127	*OUT OF SLAVERY*
F 272-162	*POETRY BY AMERICANS: JAMES WELDON JOHNSON* (C - 12 min.)
F 169-103	*RAISIN IN THE SUN* (C - 6 min.)
F 365-124	*SLAVERY* (B/W - 28 min.)
F 771-722	*BLACK POEMS, BLACK IMAGES*
F 368-105	*I HAVE A DREAM: THE LIFE OF MARTIN LUTHER KING* (B/W - 35 min.)
F 173-120	*THE LEGEND OF JOHN HENRY*
F 270-104	*THE BLACK EXPERIENCE* (Negro Folklore)

Filmstrips

SFS 770-489	*SEARCH FOR BLACK IDENTITY: MARTIN LUTHER KING* (2 parts)
SFS 773-723	*ODYSSEY OF RICHARD WRIGHT*

Records

R 566-102	*ANTHOLOGY OF NEGRO POETS*
R 566-103	*ANTHOLOGY OF NEGRO POETS IN U.S.A. IN 200 YEARS*

Cassettes (Library Services)

BLACK STUDIES -- L HANSBURY SPEAKS OUT

A CHOICE OF WEAPONS --THE LEARNING TREE, Gordon Parks (2 records)

MAJOR BLACK WRITERS. Scholastic Book Services, 1971.

THE JOURNEY. Scholastic Book Services, 1971.

TO BE YOUNG, GIFTED AND BLACK--L. Hansbury's life in ghetto

Records and Cassettes (Suggested records and cassettes. See Department Head to find out if available in your school.)

ANTHOLOGY OF NEGRO POETS

ANTHOLOGY OF NEGRO POETS IN U.S.A. IN 200 YEARS

THE POETRY OF COUNTEE CULLEN

BLACK AND WHITE -- "SEPARATE BUT EQUAL" INTEGRATED EDUCATION

THE BLACK EXPERIENCE

UP FROM SLAVERY

NEGRO POETS IN U.S.A.

I HAVE A DREAM -- Martin Luther King's original speech

BEYOND THE BLUES --American Negro Poetry

THE LIFE I SING ABOUT

A HAND IS ON THE GATE (2 records) -- games of and by Negroes, poems, songs

COURSE DESCRIPTION

What makes a hero? Are the Hobbit, the book-lovers of *FAHRENHEIT 451*, and Huckleberry Finn in any way like King Arthur or Odysseus? Does the story of the hero follow a similar pattern running through many of the cultures of the world? Explore the hero-concept by reading stories, plays, and poems and by talking and writing about related topics. This course is designed for students who have read at the tenth-grade level or above and who enjoy literature. Both readings and concepts included in the course offer intellectual challenge.

GOALS:

The student interprets and comprehends both literal and symbolic meanings in literature.

The student develops a sense of man's literary heritage.

The student analyzes and evaluates the form, significance, and style of literary works.

Materials

Title	Use
THE ODYSSEY OF HOMER. McGraw-Hill Book Co., 1957.	Students, Teacher
A TALE OF TWO CITIES. Houghton Mifflin Co., 1962	Students, Teacher
THE PERILOUS JOURNEY. Harcourt, Brace, Jovanovich, Inc., 1973.	Students
THE PERILOUS JOURNEY. TEACHER'S MANUAL. Harcourt, Brace, Jovanovich, Inc., 1973.	Teacher
EXPLORING LIFE THROUGH LITERATURE, INCLUDING SILAS MARNER. Scott Foresman and Co. 1968.	Students
EXPLORING LIFE THROUGH LITERATURE, INCLUDING SILAS MARNER, TEACHER'S RESOURCE BOOK. Scott Foresman and Co., 1968.	Teacher
EXPLORING LIFE THROUGH LITERATURE, TEACHER'S EXPLICATION AND REVIEW BOOK D, Scott Foresman and Co., 1968.	Teacher
IDYLLS OF THE KING. Houghton Mifflin Co., 1963.	Students, Teacher
LORD JIM. American Book Co., 1971.	Students
LORD JIM/CONRAD, TEACHER-STUDENT PACKAGE. American Book Co., 1971.	Teacher
THE RED BADGE OF COURAGE. Houghton Mifflin Co., 1964.	Students
THE RED BADGE OF COURAGE/CRANE, TEACHER-STUDENT PACKAGE. American Book Co., 1971.	Teacher
FAHRENHEIT 451. American Book Co., 1971.	Students
FAHRENHEIT 451/BRADBURY, TEACHER-STUDENT PACKAGE. American Book Co., 1971.	Teacher
DELIVER US FROM EVIL. American Book Co., 1971.	Students
DELIVER US FROM EVIL/DOOLEY, TEACHER-STUDENT PACKAGE. American Book Co., 1971.	Teacher
THE GREAT GATSBY. American Book Co., 1971.	Students
THE GREAT GATSBY/FITZGERALD, TEACHER-STUDENT PACKAGE. American Book Co., 1971.	Teacher

Materials

Title	Use
ANNE FRANK: DIARY OF A YOUNG GIRL. American Book Co., 1971.	Students
ANNE FRANK: DIARY OF A YOUNG GIRL/ FRANK, TEACHER-STUDENT PACKAGE. American Book Co., 1971.	Teacher
THE MIRACLE WORKER. (EXPLORING LIFE THROUGH LITERATURE). Scott Foresman and Co., 1968.	Students
THE MIRACLE WORKER/GIBSON, TEACHER-STUDENT PACKAGE. American Book Co., 1971.	Teacher
THE POWER AND THE GLORY. American Book Co., 1971.	Students
THE POWER AND THE GLORY/GREENE, TEACHER-STUDENT PACKAGE. American Book Co., 1971.	Teacher
THE OLD MAN AND THE SEA. Charles Scribner's Sons, 1962.	Students
THE OLD MAN AND THE SEA/HEMINGWAY, TEACHER-STUDENT PACKAGE. American Book Co., 1971.	Teacher
BILLY BUDD AND OTHER TALES. American Book Co., 1971.	Students
BILLY BUDD AND OTHER TALES/MELVILLE, TEACHER-STUDENT PACKAGE. American Book Co., 1971.	Teacher
TRUE GRIT. The New American Library, 1968.	Students
TRUE GRIT/PORTIS, TEACHER-STUDENT PACKAGE. American Book Co., 1971.	Teacher
JULIUS CAESAR (EXPLORING LIFE THROUGH LITERATURE) Scott Foresman and Co., 1968.	Students
JULIUS CAESAR/SHAKESPEARE, TEACHER-STUDENT PACKAGE. American Book Co., 1971.	Teacher
THE HOBBIT. American Book Co., 1971.	Students
THE HOBBIT/FOLKIEN, TEACHER-STUDENT PACKAGE. American Book Co., 1971.	Teacher
THE ADVENTURES OF HUCKLEBERRY FINN. Houghton Mifflin Co., 1962.	Students
THE ADVENTURES OF HUCKLEBERRY FINN/TWAIN, TEACHER-STUDENT PACKAGE. American Book Co., 1971.	Teacher

Materials

Title	Use
THE MAN OF LA MANCHA. American Book Co., 1971.	Students
THE MAN OF LA MANCHA/WASSERMAN, TEACHER-STUDENT PACKAGE. American Book Co., 1971.	Teacher
MORTE D'ARTHUR. New American Library of World Literature, 1962.	Students
GREEK MYTHS AND LEGENDS. The Macmillan Co., 1967.	Students
DICTIONARY OF MYTHOLOGY. Dell Publishing Co., 1971.	Teacher

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
UNIT I: FIRST 10 WEEKS	
I. The student recognizes the common pattern of the quest in hero stories.	*THE PERILOUS JOURNEY* *THE PERILOUS JOURNEY, TEACHER'S MANUAL*
A. The hero searches for something of great value that is his birthright.	NOTE: For students reading this selection, the teacher may choose various stories, but he should include the hero-quests of Perseus Heracles, Jason, Theseus, Orpheus, and Oedipus. F 773-440 *WHAT MAKES A HERO (WHO IS THE HERO)*
B. In the quest he encounters obstacles and enemies who test his quality as a person.	*THE ODYSSEY OF HOMER*
C. The hero may triumph or he may fail through aiming at false goals.	LISTENING AND SPEAKING ACTIVITY: *(THE PERILOUS JOURNEY, TEACHER'S MANUAL* is very helpful) 1. Pantomime a typical quest using all the stock characters and incidents. 2. Use a reader's theater technique to present stories or plays to class. 3. Have a panel discussion on comic strip or TV heroes. 4. Select music for a poem, play it, and explain why you chose it.
D. The hero discovers himself through his quest.	WRITING ACTIVITY: 1. Describe life in the Golden Age, possibly from an unusual point of view such as that of a dragon.
E. The quest is a metaphor for life itself.	2. Write an expository paper on the goals set up by such modern games as MONEY or the new ANTI-MONOPOLY. 3. Write a new adventure for Odysseus a new labor of Hercules, etc. 4. Write a modern version of a myth. 5. Write a comparison of a modern heroine to Antigone.

GOALS AND CONTENT	05470 ACTIVITIES AND MATERIALS

F 372-112 *GREEK MYTHS I: MYTH AS FICTION, HISTORY, AND RITUAL*
F 372-113 *GREEK MYTHS II: MYTH AS SCIENCE, RELIGION, AND DRAMA*
F 366-115 *ODYSSEY, THE: STRUCTURE OF THE EPIC*
F 365-118 *ODYSSEY, THE: RETURN OF ODYSSEUS*
F 365-119 *ODYSSEY: THE CENTRAL THEMES*
FS 667-121 *ULYSSES AND CIRCE*

MEDIA ACTIVITY:

1. Discuss the pictures in the text.
2. Write a brief review of one of the tapes, films, etc, used in class.
3. Illustrate one of the selections through drawings, collages, slides, etc.
4. Make a chart or notebook of various mythical symbols taken from ads.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
UNIT II: SECOND TEN WEEKS	
I. The student applies the concept of the hero developed in Unit I to his analysis of books in Unit II, noting the similarities to and difference from the basic pattern.	TEXTS - The teacher, the class, or both should select two of the following for intensive study. (Students might work in groups on two different works per group.) Engage in whole-group discussion of themes. *MORTE D'ARTHUR* *A TALE OF TWO CITIES* *IDYLLS OF THE KING* *JULIUS CAESAR* (In *EXPLORING LIFE THROUGH LITERATURE)*
A. The student traces the hero pattern in various styles of literature from the romantic through the ironic.	
B. The student traces the hero pattern through various forms of literature including epics, short stories, novels, plays, poetry, and song lyrics.	
C. The student learns that the quest pattern is a unifying thread binding together literature widely separated in time and place.	SFS 773-450 *BALLAD OF KING ARTHUR, THE (DREAMERS AND VISIONARIES)* FS 653-168 *KING ARTHUR*
II. The student studies *IDYLLS OF THE KING.*	*IDYLLS OF THE KING*
A. The student learns the characteristics of the forms of romance and of narrative blank verse.	NOTE: Students who read a lower level, may enjoy the Arthurian legend through *MORTE D'ARTHUR.* The teacher can adjust their objectives (B,C, and D,) to similar features in that work.
B. He becomes more familiar with the use of symbol and allegory such as that of the fever knights in "Garth and Lynette."	Record *CAMELOT* Record *IDYLLS OF THE KING, CAEDMON*
C. He studies Tennyson's skillful use of imagery.	

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
D. He evaluates the moral ideals of Tennyson's heroes, especially King Arthur, and considers their application to his own life.	
III. The student studies *A TALE OF TWO CITIES*.	*A TALE OF TWO CITIES*
A. The student learns the characteristics of a romantic novel.	
B. He learns the way in which details are used to create a realistic setting of the French Revolution.	FS 646-107 *TALE OF TWO CITIES, PART I* FS 646-108 *TALE OF TWO CITIES, PART II* FS 646-109 *TALE OF TWO CITIES, PART III*
C. He analyzes the interweaving of main plots and sub-plots to form a complex whole.	
D. He notes the ways in which Dickens creates humor through the use of caricature and hyperbole.	
E. He contrasts the character of Sydney Carton, "the lowly - man hero," with more conventional hero - figures such as Darnay.	
IV. The student studies *JULIUS CAESAR*.	*JULIUS CAESAR* *JULIUS CAESAR/SHAKESPEARE, TEACHER-STUDENT PACKAGE*
A. He defines the concept of tragedy.	F 364-116 *HUMANITIES: SPIRIT OF ROME, THE*
B. He learns what the conventions of the Elizabeth an state contributed t rama.	F 257-112 *JULIUS CAESAR* Act IV, III F 355-108 *WILLIAM SHAKESPEARE* F 260-133 *SHAKESPEARE'S THEATRE*
C. He distinguishes between dramatic blank verse and narrative blank verse.	
D. He contrasts the realistic characters of Shakespeare with the romanticized ones of Tennyson and Dickens.	

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
E. He analyzes Caesar and Brutus as "failed tragic heroes" and evaluates the causes of their failure.	
V. The student studies the theme of *HEROES AND HEROINES* independently of the teacher using what he has learned to analyze selected readings from a broad range of literary eras.	NOTE: Students may select one or more of the books listed below for individual study or for work in a small group of pupils, each of whom is reading the same work or works. Activities should include reports to the class, dramatic presentations, or reviews. *INVIDIDUALIZED LITERATURE PROGRAM 200.* For each title there is a *TEACHER-STUDENT PACKAGE* containing *TEACHER'S GUIDE, STUDENT GUIDES,* trial tests, and mastery tests. Teachers can use the packet to guide students' activities and to evaluate their understanding of the books they have read. *THE HOBBIT,* Tolkien *THE MIRACLE WORKER,* Gibson *THE OLD MAN AND THE SEA,* Hemingway *DELIVER US FROM EVIL,* Dooley *TRUE GRIT,* Portis *ANNE FRANK: DIARY OF A YOUNG GIRL,* Frank *FAHRENHEIT 451,* Bradbury *HUCKLEBERRY FINN,* Twain *THE RED BADGE OF COURAGE,* Crane *THE GREAT GATSBY,* Fitzgerald *MAN OF LA MANCHA,* Wasserman *THE POWER AND THE GLORY,* Greene *BILLY BUDD AND OTHER TALES,* Mehlville *LORD JIM,* Conrad See media list at end of course outline for materials to augment study of these books.

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
VI. The student reads and analyzes books he has selected from the Student's Individual Reading List (appendix.)	ACTIVITY: The student writes a paper describes some aspect of the hero, the epic, or the quest which he finds in a book he has read. Students who have read the same book discuss in small groups.
A. He traces the evolution of the hero from epic hero to anti-hero.	NOTE: The teacher will find the ideas of Northrup Frye concerning the development of the hero from mythical to anti-hero (and a possible modern return to the mythical) very helpful.
B. He attempts to describe the kinds of heroes about whom he has read.	ACTIVITY: He prepares a media slide-show expressing his view of a particular hero. The presentation may or may not be accompanied by narration or music. Students write brief reviews of the works they have read and keep these in a scrapbook.

List for Student's Individual Reading (School Library)

Title, Author

ABE LINCOLN IN ILLINOIS, Robert Sherwood
ANNA AND THE KING OF SIAM, Landon
ARMS AND THE MAN, George Bernard Shaw
AUTOBIOGRAPHY OF MISS JANE PITTMAN, Gaines
BRIDGE OVER THE RIVER KWAI, Baule
CAINE MUTINY, Hermann Wauk
CYRANO DE BERGERAC, Rostand
A DOLL'S HOUSE, Henrik Ibsen
DON QUIXOTE, M. de Cervantes
EIGHT COURAGEOUS AMERICANS, Sadik (TV scripts - based on *(PROFILES IN COURAGE)*
FACE OF A HERO, Boulle
FLORENCE NIGHTINGALE, Strackey
THE GLORIOUS ADVENTURE, Richard Halliburton
GODS, GRAVES, AND SCHOLARS, C.W. Ceram
GODS, HEROES AND MEN OF ANCIENT GREECE, Rouse
THE GOLDEN SHADOW, Leon Garfield and Eda Blishen
THE HIGH DEEDS OF JIM MCCOOL, Sutcliff
THE HOUND OF ULSTER, Synge
HUMAN COMEDY, William Saroyan
INN OF THE SIXTH HAPPINESS, Burgess

List for Student's Individual Reading (School Library)

Title, Author

JONATHAN LIVINGSTON SEAGULL, Richard Bach
LILIES OF THE FIELD, Barrett
KING ARTHUR IN FACT AND LEGEND, Geoffrey Ashe
LORD JIM, Joseph Conrad
LORD OF THE RINGS: THE FELLOWSHIP OF THE RING, THE TWO TOWERS, THE RETURN OF THE KING, J.R.R. Tolkien
LOST HORIZON, James Hilton
MADAME CURIE, Eve Curie
A MAN FOR ALL SEASONS, Bolt
MOBY DICK, Melville
MY ANTONIA, Willa Cather
MYTHOLOGY, Edith Hamilton
MYTHS AND MODERN MAN, Barbara and Gene Stanford
MYTHS OF THE WORLD, Colum
PROFILES IN COURAGE, John F. Kennedy
ST. JOAN, George Bernard Shaw
THE SECRET LIFE OF WALTER MITTY, James Thurber
THE SECRET SHARER Joesph Conrad
SKIN OF OUR TEETH, Thornton Wilder
SOUNDER, Armstrong
SPACE ODYSSEY - 2001, Arthur Clarke
SWORD IN THE STONE, (Part I of *THE ONCE AND FUTURE KING*), E. B. White

336

Reference Books Useful to Teachers

ANATOMY OF CRITICISM, Northrup Frye (Library)
DICTIONARY OF MYTHOLOGY, Bergen Evans
GREEK MYTHS AND LEGENDS, James Squire
PENDRAGRON: ARTHUR AND HIS BRITAIN, Joseph P. Clancy (Library)

Media

UNIT I. *PERILOUS JOURNEY AND ODYSSEY*

F 372-112	*GREEK MYTHS PART I: MYTH AS FICTION, HISTORY, AND RITUAL*
F 372-113	*GREEK MYTHS PART II: MYTH AS SCIENCE, RELIGION, AND DRAMA*
F 366-115	*ODYSSEY, THE: THE STRUCTURE OF THE EPIC*
F 365-118	*ODYSSEY, THE: THE RETURN OF ODYSSEUS*
F 365-119	*ODYSSEY: THE CENTRAL THEMES*
FS 656-168	*PROMETHEUS AND PANDORA*
FS 656-173	*MINERVA AND ARACHNE*
FS 667-121	*ULYSSES AND CIRCE*
SL 873-804	*MYTHS AND LEGENDS: MIRRORS OF MANKIND* Part I, (Sound Slide)
SL 873-805	*MYTHS AND LEGENDS: MIRRORS OF MANKIND* Part 2, (Sound Slide)
SL 873-806	*MYTHS AND LEGENDS: MIRRORS OF MANKIND* Part 3, (Sound Slide)
Cassette SFS	*AN EDITH HAMILTON TREASURY* (Library)

338

UNIT II. *IDYLLS OF THE KING AND LES MORTE D'ARTHUR*

Record	*CAMELOT*, Lerner and Lowe.
Record	*IDYLLS OF THE KING*, 2 records. Read by Basilbone

TALE OF TWO CITIES

FS 646-107	*TALE OF TWO CITIES, PART 1*
FS 646-108	*TALE OF TWO CITIES, PART 2*
FS 646-109	*TALE OF TWO CITIES, PART 3*
Cassette	*TALE OF TWO CITIES, I AND II* (Library)

JULIUS CAESAR

F 364-116	*HUMANITIES: SPIRIT OF ROME, THE*
F 257-112	*JULIUS CAESAR ACT IV, SCENE III*
F 355-108	*WILLIAM SHAKESPEARE*
F 260-133	*SHAKESPEARE'S THEATRE*

General

*F 272-129	*PRIDE AND PRINCIPLE*
*F 373-115	*HEROES AND COWARDS*
*F 373-116	*CONSCIENCE IN CONFLICT*
*F 372-111	*SECRET SHARER*
*F 370-100	*ABRAHAM LINCOLN - THE END AND THE BEGINNING*
*F 164-107	*THE HANGMAN*
SFS 773-440	*WHAT MAKES A HERO?*
SFS 770-711	*GATSBY- THE AMERICAN MYTH*
SFS 770-712	*HEMINGWAY*
SFS 773-723	*ODYSSEY OF RICHARD WRIGHT*
SL 873-802	*MAN AS SYMBOL MAKER: CREATING NEW MEANING PART 1* (Soundslide)
SL 873-803	*MAN AS SYMBOL MAKER: CREATING NEW MEANING PART 2* (Soundslide)

*Request must bear signature of the Communication Skills Department Head

Cassettes available from Library Services:

ABE LINCOLN IN ILLINOIS
ANATOMY OF A HERO
BIBLICAL HEROES
DIARY OF ANNE FRANK
HUCKLEBERRY FINN
QUALITIES OF GREATNESS
RED BADGE OF COURAGE
STORY OF ROBERT E. LEE
WIVES OF GREAT AMERICANS

340

ENGLISH SEMINARS 05990

This title is used to collect all approved mini-courses in English. Since these differ in each high school, see your Department Head -- English -- for the exciting short subjects to be offered in your school during any semester. You will need to know the subjects, their length, and the dates when they will be offered. Credit toward graduation depends on the time spent in each mini-course.

341